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ABSTRACT

This document presents the Adult Literacy Plan for the state of Florida. Section 1 provides a rationale for the plan. Section 2 sets forth goals and objectives. The statutory intent is described in Section 3, which focuses on the Florida Model Literacy Program Act of 1987 (FMLPA). Section 4 presents a statement of the problem. It provides background information on population growth, the reported level of educational attainment, and economic development trends; describes special populations that should be of critical concern in efforts to address the literacy requirements; and outlines factors that complicate the planning and development of strategies for Florida residents who lack literacy skills. Section 5 provides guidance for state and local responsibilities. The 7 mandatory components required by the FMLPA are presented. Indicators of compliance for each are provided. An outline lists strategies for consideration. It is divided into two major parts: state planning and local planning. Each part has four primary sections: marketing, student motivation, delivery of literacy services, and accountability. Section 6 contains a sample outline and a timetable for a local literacy plan. Seven references are listed. Appendixes include 1980 census data; flowchart of literacy training services; excerpts from Project Independence; and relevant statutes. (YLB)

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THE FLORIDA ADULT LITERACY PLAN

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THE FLORIDA ADULT LITERACY PLAN

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Division of Vocational, Adult, and Community Education

The Florida Department of Education
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January 26, 1988

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Community input has been obtained from mailouts of earlier draft versions of the plan to interested departments and agencies, including Education, Corrections, HRS, Labor, literacy groups, and libraries. Additionally, a series of public hearings was held across the state. (See Appendix I for a listing of hearing sites and dates.)

TABLE OF CONTENTS

Abbreviations and Acronyms vi
Section 1: Introduction--Rationale for Florida's Adult Literacy Plan 1
Section 2: Goals and Objectives 5
Policy Objectives 5
Section 3: Statutory Intent 7
Section 4: Statement of the Problem 9
Background 9
Special Populations 11
Planning Factors 15
Section 5: Strategies for Achieving Adult Literacy 19
State and Local Responsibilities 19
State Planning Strategies 23
Local Planning Strategies 28
Section 6: Outline and Timetable for Local Literacy Plan 35
Sample Outline for Local Literacy Plan 35
Timetable for the Development of First-Year Local Plans 36
References 45

Tables

Table One: CASAS Test Results for AFDC Recipients 12
Table Two: Grade-Level-Completion Data for State Prisons (1985-86) . . . 13
Table Three: Florida Prison System Educational Statistics, June 1987 14
Table Four: Unemployment Status of Young Adults 15
Table Five: Local Goals for First-Year Implementation 38
Table Six: Florida--Years of School Completed, by County 41
Table Seven: Florida--0-8 Years of School Completed, by Race 43

Figures

Figure One: Schooling and Income 10
Figure Two: Florida Population Density and Rural Poverty 16
Figure Three: Goals for Functional-Illiteracy Reduction, 1988-1995 39
Figure Four: Goals for Basic-Illiteracy Reduction, 1988-1995 40

Appendices

Appendix A: 1980 Census Data 47
Appendix B: Flow of Literacy Training Services 55
Appendix C: Mandatory Components of Local Literacy Plan 59
Appendix D: Excerpts from HRS Project Independence 63
Appendix E: Statute Describing the Florida Adult Literacy Plan 71
Appendix F: Related Statutes and State Board Rules 75
Appendix G: Major Issues and Products to Be Considered for Future Resolution 79
Appendix H: Additional Data Sources 83
Appendix I: Public Hearings on Florida's Adult Literacy Plan 87

ABBREVIATIONS AND ACRONYMS

The following abbreviations and acronyms are used throughout this report. This list is provided for your convenience.

ABE	-	Adult Basic Education
AFDC	-	Aid to Families with Dependent Children
BACE	-	Bureau of Adult and Community Education
CASAS	-	Comprehensive Adult Student Assessment System
CSPA	-	Council of State Policy and Planning Agencies
DLIS	-	Division of Library and Information Services
DOC	-	Department of Corrections
DOE	-	Department of Education
DVACE	-	Division of Vocational, Adult, and Community Education
GED	-	General Educational Development (examination)
HRS	-	(Department of) Health and Rehabilitative Services
JTPA	-	Job Training and Partnership Act
LEA	-	Local Education Agency
LES	-	(Department of) Labor and Employment Security
NAEP	-	National Assessment of Educational Progress
PIC	-	Private Industry Council(s)
SELT	-	State Employment Literacy Training programs
TABE	-	Test of Adult Basic Education

SECTION ONE: Introduction--A Rationale for Florida's Adult Literacy Plan

Illiteracy is not a new issue, nor is it an issue of anything less than enormous magnitude. Repeated attempts to "stamp out illiteracy" have failed to stem the growth of the illiterate population. Educational solutions are available for those who lack literacy skills, but programs that target the illiterate population have been unsuccessful in recruiting and retaining adult students in sufficient numbers to significantly reduce the problem.

One reason for failure is that illiteracy is not a unidimensional problem that can be erased simply with money, instructional programs, and good will. As one educator noted, "Illiteracy may be as much a socio-cultural problem as an educational problem" (Harmon, 1987). More than anything else, illiteracy is a *cultural* blight with roots in the family, social, economic, and political arenas. Pervasive illiteracy within a subculture affects each member, undermining the development of self-esteem and diminishing the motivation to strive for a long-range career and achievement.

Another perspective is presented in a study on illiteracy conducted by the National Assessment of Educational Progress (NAEP). According to NAEP's findings, the main problem is not so much that literacy skills have been declining, but that literacy demands keep rising (Venesky, et al., 1987, p. 5).

Reduced self-sufficiency resulting from illiteracy demonstrably affects the state's economy. A direct and positive relationship exists between the number of school years completed and earned income. Prison inmates who have failed to attain functional literacy skills are unlikely to find employment upon release. Nearly two-thirds of the recipients of Aid to Families with Dependent Children (AFDC) lack high school diplomas. Although service areas (office clerks, waiters, sales, etc.) will continue to experience the greatest employment growth during the next decade, these jobs will increasingly demand more advanced technical capabilities, which persons lacking functional literacy skills will be unable to demonstrate. A large proportion of the work force lacks the literacy skills that are necessary for successful retraining in new jobs. Because illiteracy imposes financial burdens on the state and limits individual productivity and self-realization, we must accomplish our state's goals of enabling persons with low literacy skills to become self-sufficient through enhanced education.

Many communities have already devoted years of effort to helping adults who lack adequate literacy skills; assistance has been offered through public, private, and volunteer groups. As valuable as these programs have been, they are clearly insufficient to keep pace with Florida's adult illiteracy rate. It will be important for each local education agency (LEA) to understand the various veils of illiteracy that exist in its community and to establish interagency coordinated methodologies that attack the roots, not simply the surface manifestations of the problems.

Some useful resources are available for this task. For example, educators have identified certain conditions that increase the probability that illiteracy will continue unabated. We can begin addressing many of these conditions by designing carefully targeted local efforts. By working closely with those who study the issues of illiteracy, we can begin to increase significantly the self-sufficiency of individuals and to improve the state's economic climate.

Another important resource for understanding the roots of illiteracy can be found in the statistical data base, but this resource requires much improvement. Valid, current statistical data pertaining to illiteracy are not easily obtained. When statistical data are inadequate, carefully documented case histories are recognized as important sources of information.

Individuals themselves are the best sources for information about illiteracy. Adults, however, who lack the ability to read and write at the fourth-grade level often mask their plight. Most are unable to answer questionnaires because they cannot read them. Moreover, they may not seek help with what others perceive to be their "problem," because their subculture fails to recognize the value that society in general places upon the ability and the right to read.

Given the limitations of second-hand information (self-reported census data, completed schooling reports, etc.) for identifying those lacking literacy skills, it will take time for districts to obtain accurate and useful illiteracy baseline data. Various functional literacy studies from the 1970s, including Florida's State Student Assessment Testing Program, yielded various estimates of illiteracy, depending upon what measures and what cutoff scores were used (Venesky, 1987).

For both the state's and the LEAs' adult literacy plans, a first step must be to develop a methodology to measure that which has evaded calibration, that which is best described (but only weakly) by 1980 United States Census data. We must be able to answer the question *Who are those requiring literacy services?* Local plans, in tandem with the State Adult Literacy Plan, can guide LEAs to determine baseline data on those subgroups that lack self-sufficiency because of illiteracy.

Undertaking a new literacy plan in Florida must start with defining the problem (not just the symptoms) and discovering the special characteristics of those who lack basic and functional skills. We must ask ourselves the questions *Why?* and *How far?* Why are we serving those who lack literacy skills? How far do we take them on the literacy continuum--through fourth grade, eighth grade, twelfth grade, or some other level? Efforts must be broad-based and multifaceted in order to elicit positive responses (i.e., enrollment in and completion of literacy programs) from those subcultures in which illiteracy is not viewed as a major cause of problems.

More than ever before, resource agencies (both public and private, paid and volunteer) must unite in a team effort to assist one another in delivering appropriate, acceptable, and useful services to the illiterate population. Resources such as libraries, the Department of Health and Rehabilitative Services programs, Project Independence, state employment agencies, the state's Correctional Education School Authority education board, and the Job Training and Partnership Act (JTPA), as well as K-12, adult, and vocational education programs, must work together in common purpose to reinforce the value of literacy and to supply efforts at all levels of impact. Coordinated planning and implementation among agencies and among literacy-skills providers is a key to meeting the goal of self-sufficiency for all adult Floridians.

SECTION TWO: Goals and Objectives

The State of Florida will target existing resources to assist those adults who lack basic- or functional-literacy competencies in attaining the skills, knowledge, and background necessary to enhance their ability to become personally and economically self-sufficient. The plan will be implemented by maximizing existing resources.

Policy Objectives*

By 1995, Florida will reduce the percentage of the adult population lacking basic literacy skills, defined as below fourth-grade level (0 through 3.9), from the current level of 3.5 percent to 2 percent.**

By 1995, Florida will reduce the percentage of the adult population lacking functional literacy skills, defined as below ninth-grade level (4.0 through 8.9), from the current level of 18 percent to 10 percent.

---

* These policy objectives are drawn from Florida Statute 228.0713. The statistics quoted and used to define the current problem are drawn from 1980 census figures. LEAs may choose instead to use more current or accurate local data sources when developing local plans.

Measurement of progress toward achievement of these objectives is complicated by several factors:

- No control can be exercised over the educational levels of immigrants to the state.
- A middecade update for literacy statistics by the Census Bureau does not exist. The expense of a full-scale, censuslike study would be prohibitive. Alternative studies such as those regularly done by NAEP may represent a more cost-effective strategy.
- Mechanisms for more definitive, accurate, current, and regular measurement of local adult literacy levels must be developed. Only Florida residents who participate in literacy activities are administered achievement tests. Literacy levels of the remainder of the population are inferred from self-reported "years in school," which may or may not accurately reflect actual achievement. Most realistically, such indicators will address characteristics of those currently being served by a program.

** The 2 percent lower limit is designed to account for those who are intellectually or physically unable to attain the minimum goal.

SECTION THREE: Statutory Intent

Adult illiteracy is a major barrier to individual self-sufficiency and constructive activity. Studies have confirmed the link between illiteracy and the social ills of crime, unemployment, and dependence on public assistance. Further, the problems are self-perpetuating, as demonstrated by the correlation between parental education level and a child's scholastic achievement. In light of these facts, the legislature enacted the Florida Model Literacy Program Act of 1987.

As part of its initiative, the legislature directed the Commissioner of Education to develop The Florida Adult Literacy Plan to attack the problem of adult illiteracy in an organized, systematic, and coordinated manner at both state and local levels. The legislative intent is (1) to improve state-level institutional cooperation and coordination among governmental agencies (such as the Departments of Education, Corrections, Labor and Employment Security, State, and Health and Rehabilitative Services) and private, volunteer, and/or public-support agencies (such as literacy councils and libraries); (2) to eliminate fragmentation in the local delivery of literacy services; and (3) to provide guidelines for public schools and community colleges to follow in developing and implementing local literacy plans.

The Act builds on and complements existing adult education statutes and other legislative initiatives. For instance, the Employment Opportunity Act, or "Project Independence," as it is popularly called, recognizes the necessity for state and local interagency cooperation, especially among the Departments of Education, Labor and Employment Security, and Health and Rehabilitative Services, in providing AFDC recipients with opportunities to become self-supporting and self-sufficient.

Education is viewed as an important means to this goal. The Employment Opportunity Act requires that LEAs assist certain welfare recipients by providing remedial education and improving literacy levels. The Adult Literacy Act also requires that LEAs participate in educational programs. In addition, the Employment Opportunity Act mandates participation for certain welfare recipients as a condition of eligibility for welfare.

When the legislature created the Correctional Education School Authority in 1986 and placed it under the direction of a Board of Correctional Education, coordinated efforts among the Department of Education, the Department of Corrections, and the Correctional Education School Authority became mandatory. Here, efforts focused on meeting the educational requirements of prison inmates, including those lacking functional-literacy skills. The legislature further directed responsible LEAs to coordinate efforts with public libraries and other local sponsors of literacy programs. By encouraging the coordination of literacy activities throughout Florida, this array of legislated mandates and guidelines builds upon and enhances already existing public and private initiatives to reduce adult illiteracy.

SECTION FOUR: Statement of the Problem

Background

Developing a comprehensive state literacy plan for Florida must start with a definition of the problem and an identification of those among our residents who lack the basic and functional literacy skills they require in order to become self-sufficient, contributing citizens. This task is hampered by two major problems: First, adequate information about the identity of the adult illiterate population does not exist. And second, illiterate adults have been inadequately motivated to become involved in educational programs.

To attack the problem of inadequate information, procedures that will elicit more than the self-reported grade-completion information found in census data must be established. To overcome the problem of low motivation, strategies must be developed to encourage illiterate adults, first, to enroll in literacy training programs and, then, to remain interested and involved in these programs until literacy and self-sufficiency are achieved.

While sufficient specific data sources are not currently available, information about characteristics of Florida's society and economy is available. This information helps describe the status of adult illiteracy for state and local leaders so that solutions may be correctly linked to basic problems. Most of the following information is based upon the 1980 United States Census or extrapolations thereof. (Appendix A contains a more complete presentation of the data sources.)

Population Growth

Through the year 2000, Florida's population will increase, according to estimates, by one million every three and a half years. This rate of increase means that Florida is the fastest growing state in the nation. By the year 2000, Florida's ranking among state populations will rise from its 1987 ranking of fourth to third (or even second).

The major source of Florida's population growth is immigration from other states. Almost 88 percent of Florida's growth from 1980 through 1986 is attributed to net migration; new births account for the remainder.

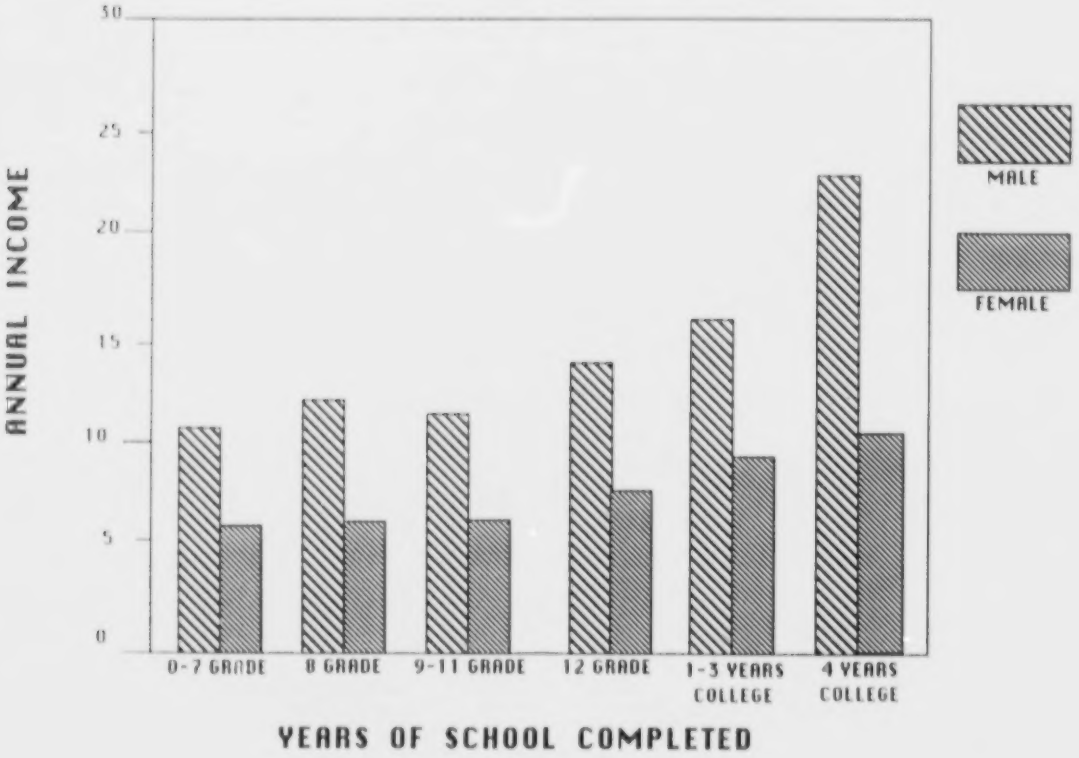
Florida's estimated population in 1986 was 11,657,843. Over 42 percent of these people were between fifteen and forty-four years of age. More than 18 percent of Florida's population are over sixty-five years of age, and the same percentage are younger than fifteen. The nature of this growth and the age distribution of Florida's population dramatically complicate projections of the requirements and the related scope of responsive educational services for those who are not literate.

Reported Level of Educational Attainment

Florida has an adult population (those sixteen years and older) of over nine million people. According to projections from the U.S. Census Bureau, approximately 2.7 million of these adults (or 30 percent) have completed eight or fewer years of

formal education. Adult males are less likely to have completed eight years of school than are females. In addition, 1979 data indicate that an adult male in Florida with less than eight years of schooling earned 38 percent less per year than an adult male with a high school diploma--a finding that shows a direct relationship between the number of school years completed and income-earning potential. Among AFDC recipients who had completed just four years of education, only one out of every five was successful in securing employment, even with assistance. On the other hand, one out of every two who had completed the tenth grade was successful in securing employment. Figure One depicts that relationship for Florida citizens, as reported in the 1980 census.

FIGURE ONE
Schooling and Income



Source: 1980 Census of Population: Detailed Population Characteristics, Part I--Florida. Table 237. Washington, D. C.: Bureau of the Census, October 1983.

It should be noted that census data on grade completed are developed from self-reported information. This information can be expected to provide an optimistically high estimate of actual reading levels.

NAEP data also show that adults with more proficient literacy skills achieved superior employment records, avoided prolonged unemployment, and earned higher hourly wages than did their counterparts with weaker literacy skills (Venesky, 1987, p. 37).

The number of Florida's adults who have less than a high school education increased by 15 percent between 1970 and 1980. This increase exceeds the national average, and Florida's dropout rate continues to rise.

Economic Development Trends

Economic reports for 1987 indicate that Florida's growth rate in employment is 4.7 percent, the second highest growth rate in the country. The fastest growing areas of employment continue to be in trade and services. Trade saw growth in areas such as eating and drinking establishments and food and retail stores. Services, the second fastest growing area, shows an increase in health, business, and amusement and recreational services.

Projections for 1995 indicate that new jobs for sales clerks, waiters and waitresses, and general office clerks will show the greatest gain in numbers. These jobs require more than basic and functional literacy skills, as indicated by employers. The fastest rate of growth for new jobs will be in those occupations associated with computer technology, which require at least high school graduation and vocational training. Florida faces a shortage of workers whose literacy and vocational skills are sufficient for gaining and retaining employment in this expanding job market. Stated conversely, the number of jobs available to those who lack functional literacy skills is rapidly diminishing.

Special Populations

Demographic projections indicate that the numbers of new workers (18-year-olds) will continue to shrink through the next decade. To meet the work-force requirements of Florida's growth industries, employers will increasingly rely on minorities and women for entry-level positions. The National Alliance of Business reports that 75 percent of those who will be working in the year 2000 are already in the workplace today. Florida will require new workers, especially workers who have higher literacy skills. While continued improvement in K-12 education is crucial, that alone will not solve the short-term literacy requirements of the work force.

Population and economic projections do not fully describe the impact of adult illiteracy in our state. Profiles of several groups of Florida's residents show that these special populations are characterized by an alarming inability to become or remain self-sufficient. Therefore, these dependent populations should be of critical concern in efforts to address the literacy requirements with the 0-4, 5-8 priority funding groups identified in law (F.S. 228.072).

Government-Assistance Clients

According to the 1980 census, approximately 13.5 percent of Florida's population were at or below the poverty level. In 1987 the projected number of AFDC clients exceeded 75,000 adults. A recent survey completed by the Florida Department of Health and Rehabilitative Services indicates that 64 percent of AFDC clients lack a high school education. Of these, approximately 34 percent perform at a literacy competency level that is between the fourth and tenth grades; 11 percent perform below fourth-grade competencies. (These data are from the Florida Project: Preemployment Reading Skills Report [Level B, Form 13], 1987, Department of Health and Rehabilitative Services, Tallahassee. See Table One.)

Research suggests that persons with less than a high school education are more likely to be unemployed and receive some type of government assistance. Achieving functional literacy increases the likelihood of employment. Welfare-savings studies indicate that every AFDC person who secures employment results in an average savings (over a nonassisted control group) of $2,200 in government assistance for the first year.

TABLE ONE
CASAS Test Results for AFDC Recipients

CASAS Score	% of Total	Educational Level
below 200	11.4	below 4th grade
200-210	13.9	4th-8th grade
210-220	19.9	6th-10th grade
220 and above	43.5	for GED program placement

Source: These figures are based on Department of Health and Rehabilitative Services, CASAS Test (Level B, Form 13) results. The test was administered to 995 AFDC recipients.

Adult Offenders Incarcerated in State Penal Institutions

Like government-assistance clients, adult offenders are likely to have less than a high school education. For 1984, the last year with complete figures available, nearly 21 percent of the prison population had not completed ninth grade. Only 38 percent had completed high school (in contrast with the 70 percent completion rate for the regular population). (See Table Two.) In June 1987, of the 28,161 adult offenders in state penal institutions, approximately 6,000 (or 21 percent) read below the fifth-grade level (see Table Three). Although educational services are targeted to those offenders with less than five years to their release date,

currently only about 9 percent of these targeted offenders are enrolled in basic literacy programs. This figure is of particular concern in light of the fact that studies show that an inability to get employment upon release increases the likelihood of recidivism. Table Two, following, presents recent data based upon highest grade completed in school programs.

TABLE TWO
Grade-Level-Completion Data for State Prisons
(1985-86 DOC Annual Report Data)

Grade Level Completed	Numbers (June 1986)	% of Total (June 1986)
0-4	875	2.95
5-7	2,256	7.59
8	2,541	8.55
9-11	12,577	42.34
12	8,720	29.36
First Through Third Year of College	2,285	7.69
Fourth Year of College	325	1.09
Graduate School	125	.42

Note: Approximately 61 percent of the incarcerated included have *not* completed high school. In contrast, only about 30 percent of Florida's general population have not completed high school.

TABLE THREE
Florida Prison System Educational Statistics
June 1987

	Numbers	% of Total
ABE Program Enrollment	2,021	7.2
GED Prep Program Enrollment	1,190	4.2
Chapter I Enrollment	524	1.9
Reading Achievement		
Below 5th Grade	6,087	21.6

The Unemployed

The unemployment rate in Florida for the first part of 1987 averaged 5.8 percent. Although considered the fifth lowest unemployment rate among the large states, the figure represents over one-third of a million persons who are seeking employment. County by county, Florida's unemployment rate in 1987 ranged from a low of 3.3 percent to a high of 11.9 percent. U.S. Department of Labor data indicate that three-fourths of those who are unemployed lack sufficient literacy skills to be retrained for new jobs.

The employment history of the undereducated worker may be characterized by frequent job displacement and longer periods of unemployment. These characteristics combined with growth in the number of jobs requiring at least functional literacy skills suggest that Florida's unemployment rate may increase despite the projected growth in the number of new jobs. Of particular concern is the finding that the unemployment rate for young adults is triple the rate for the general population, according to the National Assessment of Educational Progress (see Table Four).

TABLE FOUR
Unemployment Status of Young Adults*
by Race, Schooling, and Parent Education

	% of Total
Race	
White	10.4
Black	30.0
Hispanic	18.4
Schooling	
Less than high school	26.4
Some high school	21.6
High school: graduate and/or some postsecondary	14.6
College degree	3.6
Parent Education	
Less than high school	29.4
Some high school	21.3
High school: graduate and/or some postsecondary	12.9
Postsecondary degree	3.0
Total Unemployed Young Adults	14.0

* "Young Adults" are considered to be between 21 and 25 years old (National Assessment of Educational Progress, 1985).

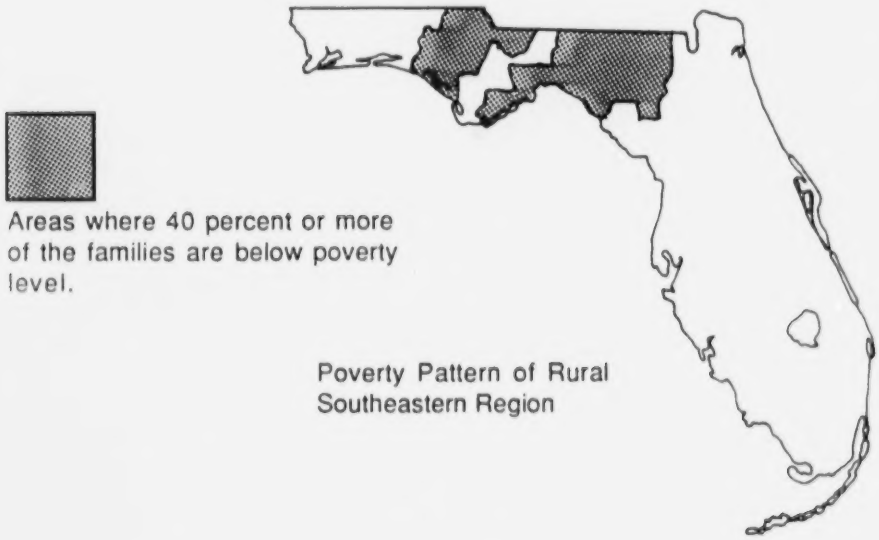
Planning Factors

While it is important to recognize that many public, private, paid, and volunteer groups have been diligently working with the adult illiterate population in Florida, a variety of factors complicate the planning and development of strategies for Florida's adult residents who lack literacy skills. These include but are not limited to the following:

Urban Population Density As Contrasted with Rural Population Sparsity

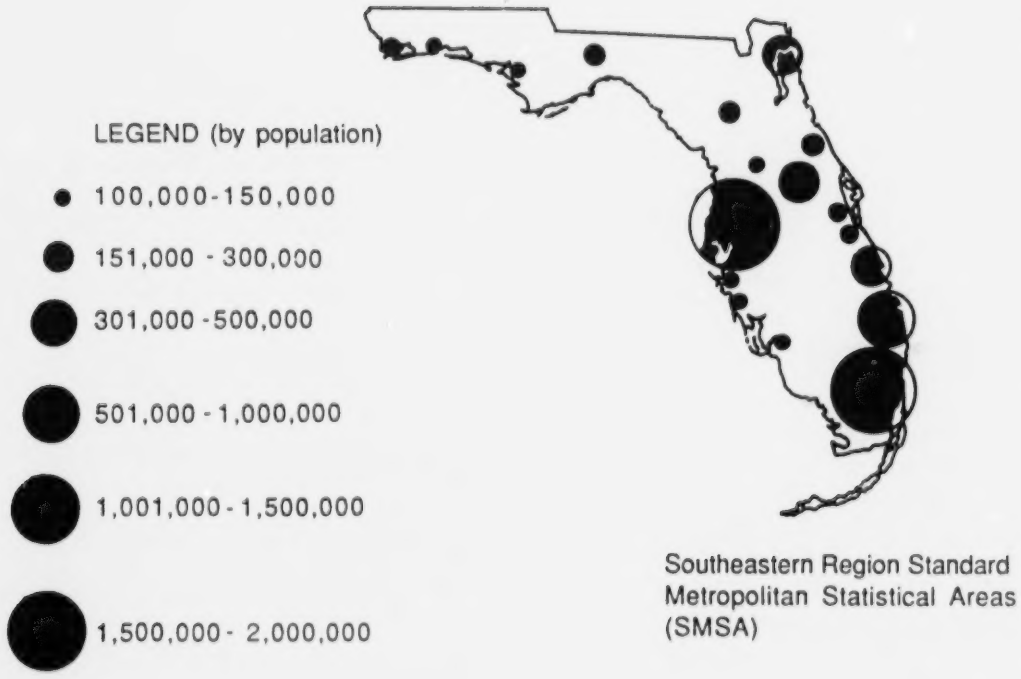
Florida is simultaneously a rural state and the fifth most urban state in the country. By the year 2000, 54 percent of the state's population will live in seven of the sixty-seven counties--Dade, Broward, and Palm Beach (southeast); Pinellas and Hillsborough (west central); Orange (central); and Duval (northeast). This contrast affects the delivery of services to the adult illiterate population throughout the state. (See Figure Two.)

FIGURE TWO
Florida Population Density and Rural Poverty



Areas where 40 percent or more of the families are below poverty level.

Poverty Pattern of Rural Southeastern Region



Southeastern Region Standard Metropolitan Statistical Areas (SMSA)

A Large and Diverse Population of Foreign-Born Immigrants

Florida's immigrants, many from a variety of Caribbean and Latin American countries, represent a diversity of cultures. Experience in trying to provide assistance has shown that the majority of adults are illiterate in their native language as well as in English. In 1980, only slightly more than half of Florida's Hispanic population had completed high school. Further, the federal government has identified Florida as one of five states wherein illegal immigrants pose a critical problem.

A Fragmentation of Programs for Literacy-Skill Development

In a recent survey, over 150 programs for literacy-skill development were identified in Florida. About half of the programs are tied directly to LEAs. These are offered through public schools, community colleges, public libraries, and other community-based organizations. These current efforts, essential to our success in reducing illiteracy in Florida, can be strengthened through coordination and cooperation. Such planned interaction can take advantage of the unique contributions that each program can make in reaching those among our population who lack basic or functional literacy skills.

The Handicapped

Although a high dropout rate among the handicapped has long existed, recent increases in high school graduation requirements appear to have made high school completion even more difficult for the handicapped population. Special adult literacy programs would provide an opportunity for these persons to improve their literacy skills and thus increase their self-sufficiency.

The Elderly

The large elderly population in Florida requires literacy applications extending beyond reading for pleasure and other noneconomic purposes. Adult education programs can enable the elderly to better communicate with families and businesses. Programs that raise the level of reading proficiency can also result in improved nutritional and health care.

The characteristics of Florida's society and economy, the unique needs of the various groups, and the complexities of existing conditions must shape the development of policies and strategies designed to address illiteracy among adults in Florida. (Appendix B shows the flow of literacy training services yielding economic and social self-sufficiency.)

SECTION FIVE: Strategies for Achieving Adult Literacy

State and Local Responsibilities

This section of the Plan provides guidance for state and local responsibilities. The seven mandatory components required by the Florida Model Literacy Program Act of 1987, Section 228.0713, F.S., are presented here. Indicators of compliance for each are provided. Additionally, a series of responsibilities and suggested strategies for LEAs are identified. The strategies should lead either to the achievement of the outputs implied by the indicators of compliance or to necessary evaluation or outcome criteria.

As each local plan is developed, these seven components should be addressed; compliance will be evaluated during the state review-and-approval processes by the degree to which indicators of compliance are incorporated into the plan.

COMPONENT 1: Utilization and Training of Volunteer Instructors As Part of An Overall Volunteer Literacy Program

INDICATORS OF COMPLIANCE: The Plan should indicate the current number of volunteers, by providers, and the number of volunteer hours that were served during the past fiscal year. As a consequence of agreements developed between the LEA and the local-service entities, a projection of future voluntary activity should be provided to acknowledge progress over the base year's data. The data should also include the number of volunteers trained, the person-hours of training in the past year, and the target number of persons to be trained in the coming year.

COMPONENT 2: Interagency and Intraagency Cooperation and Coordination Through Meaningful Local Working Agreements

INDICATORS OF COMPLIANCE: For those segments of the illiterate population composed of recipients of government assistance, incarcerated persons, and unemployed persons, the signing of specific agreements may be required. The agreements may specify testing, referral, and communication procedures; the number of clients to receive specific services; the number of hours of services to be provided; the degree to which resources will be shared; the nature and value of these resources; and results in terms of average participant progress for such coordination.

Intraagency coordination should address the possibilities for developing bridges between basic literacy and vocational education, including the identification and use of nontraditional instructional sites and delivery opportunities. For example, specific vocational programs that heretofore would have been unavailable to those with literacy difficulties might be redesigned as pilots to enable clients to become both literate and job-ready or employed. Such pilot programs might be tied to customized training initiatives that are developed in concert with local employers, Private Industry Councils of the Job Training Partnership Act, or the Bureau of Industry Services within the Department of Education. Sites for delivery could be sites that have not been considered before (e.g., workplaces and community centers) but that have the potential for encouraging previous nonparticipants to take advantage of literacy education opportunities.

COMPONENT 3: Coordination of Efforts with Public Libraries and Other Local Sponsors of Literacy Programs

INDICATORS OF COMPLIANCE: Community programs that can provide specific resources to augment the LEA effort may be indicated by local working agreements between providers. Also, use of nontraditional learning sites and resources for delivery of services, with reports on the amount and quality of instruction provided in the past fiscal year, could serve as indicators of compliance. Specific reporting, communication, and referral procedures should be incorporated as part of the agreements made with community literacy programs. Indicators may include the number of person-hours involved, as well as other performance indicators such as level of achievement, attainment of further education, numbers of jobs acquired, job advancement, economic self-reliance, etc.

COMPONENT 4: Progress Toward More Individualized Literacy Instruction by Reducing Class Size

INDICATORS OF COMPLIANCE: Each local plan should indicate the average size of classes and the percentage of students who receive individualized instruction, as defined in Section 228.0715, F.S. If available, data should include base-year figures as well as projections for the coming year. Compliance is indicated by a reduced average class size and by more individualized literacy instruction, as well as by levels of literacy attained.

COMPONENT 5: Program-Evaluation Criteria and Procedures

INDICATORS OF COMPLIANCE: In an effective program evaluation, specific data are reviewed and feedback is offered on the effectiveness of the plan and its implementation. Evaluation will take place in two domains: (a) delivery and compliance, and (b) impact and consequences.

These evaluation data, as they relate to local plans and state-plan development, will be collected at the local levels by means of a uniform methodology, in a manner to be prescribed by DOE at a future date.

Delivery and Compliance Data. The state will require the following minimum data to be collected by each LEA,* effective the beginning of Program Year 1989:

1. The number of students enrolled and tested in various literacy instruction programs

2. The number of students separated from the program (see Adult Education Annual Report for reasons for separation)

* Most of this information is presently accessible through the Adult Education Annual Report. Minor adaptations to that document should be able to satisfy most of the above requirements.

3. The number of students who completed the program (e.g., achieved basic- or functional-literacy levels, as defined in the statute)

4. The number of students continuing in the program

5. The average number of instructional hours per student

6. The number of students referred and enrolled from other service agencies (e.g., Labor, HRS, the libraries)

7. The numbers and types of nonstandard instructional delivery sites (e.g., workplace, community centers) identified and used

Impact and Consequences. After the development, adaptation, and implementation of effective measurement instruments, future data requirements will include:

1. The average grade-level progress and other significant indicators of the progress of each student in a special or general adult population group by grades 0-4 and 5-8, as measured by the accepted standards of Minimum Student Performance Standards for grades 3, 5, 8, and 11. The application skills for the eighth-grade test are defined as being approximately fifth-grade level, and the application skills for the State Student Assessment Test, Part II, are defined as being approximately eighth-grade level.

2. Entry-level competency of each student or a special or general-population group by grades 0-4 and 5-8

3. Numbers and kinds of learners entering further educational opportunities, such as vocational programs

4. Numbers and kinds of learners completing subsequent educational opportunities

5. Numbers and kinds of learners passing the GED

6. Numbers and kinds of learners getting, keeping, and/or attaining advancement in jobs

7. Numbers and kinds of learners who become economically and socially self-sufficient and self-reliant (as indicated by such criteria as (a) not being under the care, custody, or control of another individual, agency, or substance; (b) economic ability, as indicated by, for example, having financial credit; (c) active participation in community affairs, as indicated by, for example, voting; and (d) self-perceived positive quality of life)

It should be noted that the data for suggested *impact and consequences* evaluation areas (see items 3 through 7 above) will require increasingly valid sources. Several possible useful data bases exist, and these are being further developed by the Department of Education (e.g., The Occupational Identifiers Project). Other possible data sources could include the Department of Health and Rehabilitative Services, the Department of Labor, and the Department of Corrections.

From the data collected, a cost per contact hour should be established. This information can be considered when management decisions concern future funding requirements and the cost-efficiency of current expenditures.

In addition, as *impact and consequences* evaluations are conducted, estimates of cost-benefit and cost-utility will be possible, enabling the Commissioner of Education and legislators to identify not only the efficiency of adult literacy thrusts, but the payoffs and consequences as well.

COMPONENT 6: Identification, Recruitment, and Retention of Adults Lacking Basic and Functional Literacy Skills

INDICATORS OF COMPLIANCE: The use of written agreements and procedures with HRS, local employers, PICs, local job-service offices, and community entities that provide educational services should specify testing and referral procedures that encourage recruitment and follow-up communication to ensure the retention of participants. The development and use of nontraditional sites for the delivery of literacy instruction will demonstrate the extent to which agencies are being responsive to the unique values and characteristics of the various potential recipient populations. Marketing procedures should be developed for specific populations (e.g., AFDC recipients, unemployed persons). The development of a video presentation that could be used in AFDC waiting rooms is an example of an indicator of compliance for recruitment of adult literacy participants. A mailing to employees indicating the availability of classes for a company's existing work force would be an indicator of compliance for goals associated with literacy in the workplace.

COMPONENT 7: Prevention of Adult Illiteracy Through Programs Designed to Help Parents Learn the Techniques and Skills They Require to Assist in Their Children's Educational Development

INDICATORS OF COMPLIANCE: Programs currently in place through HRS, such as dropout prevention and parental-effectiveness-training programs, can be expanded and offered through other literacy-service providers. New and innovative programs offered outside conventional classrooms could be developed, such as family reading hours and family-oriented literacy lessons delivered through the local media (television, radio, newspaper). Kindergarten through twelfth-grade educational programs could emphasize the role of parents as their children's first and most influential teachers. Programs could be developed to help parents learn the techniques and skills they require in order to foster their children's educational development.

The following outline provides a general listing of strategies for consideration. Local examination of the problems will dictate which strategies are appropriate for inclusion in the local plan. The outline is divided into two major parts: state planning and local planning. Each part has four primary sections: marketing, student motivation, delivery of literacy services, and accountability.

The listing provided herein is not intended to be exhaustive. Other strategies that may be useful and appropriate for certain local circumstances should be included in local plan development. As the outline indicates, emphasis is to be placed on cooperation between agencies and groups. Please note that the numbers in parentheses following many of the local planning strategies refer to the specific components to which the strategies are linked.

A. State Planning Strategies

1. Outreach/Marketing

   1.1. Identification of Population--Needs Assessment: Characteristics and Requirements

      1.1.1. Identify AFDC recipients who can benefit from responsive educational services, and methods for meeting the requirements of the Florida Employment Opportunity Act.
      1.1.2. Devise a means for identifying and referring prospective clients, as distinguished from those seeking employment.
      1.1.3. Correctional Educational School Authority will develop mechanisms to identify inmates in the 0-3.9 and 4.0-8.9 grade-level-priority groups.
      1.1.4. Correctional Educational School Authority will develop baseline data against which to measure program impact and payoff.
      1.1.5. Develop a marketing plan to raise community awareness of initiatives for increasing literacy in order to improve employability, productivity, and other aspects of life.
      1.1.6. Aggregate and disseminate state and regional information of baseline literacy-level data.
      1.1.7. Identify gaps between current and required levels of self-sufficiency, self-reliance, and quality of life.

   1.2. Outreach/Marketing Recruitment

      1.2.1. Develop procedures to ensure increased recruitment communication and the cooperation of Project Independence participants.
      1.2.2. Develop screening techniques for literacy to be used when individuals first meet the job counselor.
      1.2.3. Correctional Education School Authority will develop a marketing plan to increase inmate interest and participation in literacy programs.

1.3. Coordination

      1.3.1. Schedule preliminary meetings with key staff from all participating agencies to ensure a common understanding and the commitment of all parties.
      1.3.2. Develop procedures for periodically communicating statewide with each agency's personnel (e.g., via memos).

1.3.3. Encourage PIC members to be active in literacy programs (libraries, JTPA, literacy councils, coordinating councils, etc.).

1.3.4. Develop regional frameworks for a literacy panel to be organized at each correctional facility to coordinate literacy concerns. The panel may include, but not be limited to, representatives of the chaplain's office, classification psychologists, local literacy volunteer groups, correctional educators, and librarians.

1.3.5. LES will develop a marketing plan and materials for local use: radio and TV PSAs, brochures, billboards, etc.

1.3.6 Coordinate policies regarding literacy programs within the Department of Education.

2. Student Motivation

2.1. Incentives

2.1.1. Develop procedures that will ensure increased retention of AFDC recipients until literacy and educational employability goals are achieved.

2.1.2. Develop incentives for inmates who achieve functional-literacy levels, as defined in statute, while incarcerated.

2.1.3. Create functional agreements among current and potential local providers of literacy services to move persons from their current levels of functioning to those levels of literacy which will allow them to be successful in Florida's work force.

2.1.4. Identify common and unique methods for communicating to target recipients the realistic benefits of becoming literate.

2.1.5. Obtain agreements for using non-LEA facilities as "friendly sites" for training and instruction.

2.2. Coordination

2.2.1. Develop linkages with parenting-education programs.

2.2.2. Develop linkages with health-education programs.

3. Delivery of Literacy Services

3.1. Access

3.1.1. Establish state-level procedures to permit local usage of LES and HRS space and other friendly sites for educational testing and service delivery.

3.1.2. Determine which barriers to delivery of literacy instruction within a correctional facility are best targeted for solution at the state level.

3.1.3. Identify the barriers to and the benefits of the delivery of literacy programs in the community, and encourage alternative and responsive nontraditional sites for the delivery of services (e.g., the work site, daycare centers).

3.2. Individual Assessment Methods

3.2.1. Review state DOE-approved-and-adopted tests for adult education and recommend changes or additions to the listing for statewide continuity.

3.2.2. Share assessment techniques from DOE with LES and HRS. LES can then provide to locals:

3.2.2.1. Locator instrument
3.2.2.2. TABE

3.2.3. Administer TABE or other state-approved test to each inmate.

3.2.3.1. Identify appropriate testing instruments for adult ESL or handicapped students.
3.2.3.2. Initiate procedures to add such test(s) to those currently approved by DVACE.

3.2.4. HRS will target the following AFDC recipients for literacy services and establish goals for participation rate.

3.2.4.1. Recipients at the 0-3.9 grade level on state-approved test
3.2.4.2. Recipients at the 4.0-8.9 grade level on state-approved test

3.3. Instructional Methods

3.3.1. Develop procedures for the selection and/or development of valid learning materials and methodology (e.g., instructional-system-designed criteria).

3.3.2. Develop and implement an ongoing staff-development model to ensure that Florida's literacy providers have access to current adult-learner research.

3.4. Providers

3.4.1. Develop and implement procedures that ensure cooperation between public and nonprofit volunteer literacy providers, including libraries and churches.

3.4.2. Develop and implement procedures that will ensure the coordination of efforts with public libraries and other sponsors of literacy programs.

3.5. Resources

3.5.1. HRS will initiate agreements with DOE to facilitate the coordination of services.

3.5.2. Develop a framework to aid individual correctional facilities in the development of volunteer literacy peer-tutoring programs.

3.5.3. Develop a framework to aid correctional facilities in developing and/or coordinating with community-based volunteer literacy programs.

3.5.4. Provide incentives, such as time off, to employees participating in the State Employment Literacy Training (SELT) program tutoring.

3.5.5. LES will develop labor-market information that impacts literacy programs, particularly local-education entities.

3.5.6. DLIS will disseminate periodic documents regarding literacy strategies, model programs, and available resources throughout the state.

3.6. Support Services

3.6.1. Provide useful criteria to literacy providers for cost-effective program support.

3.7. Coordination

3.7.1. Governor can advise the PICs that literacy is a priority to be addressed.

3.7.2. Develop the framework for a literacy panel to be organized at each correctional facility to coordinate literacy concerns. The panel may include, but not be limited to, representatives of the chaplain's office, classification psychologists, local literacy volunteer groups, and correctional educators.

3.7.3. Establish model programs for moving persons along the literacy continuum to functional literacy and into nonsubsidized employment that is performance-based, with the following criteria:

3.7.3.1. Payment based on positive results

3.7.3.2. Payment based on long-term retention

3.7.4. Collect and document information pertaining to valid literacy programs and initiatives.

4. Accountability

4.1. Evaluation

4.1.1. Require each correctional facility to develop a literacy plan that will deliver literacy services to the following priority groups:

4.1.1.1. 0-3.9 grade level on state-approved tests: goal of 100 percent participation rate

4.1.1.2. 4.0-8.9 grade level on state-approved tests: 75 percent participation rate

4.1.2. Require each correctional facility to maintain records that will document instruction and tested gain in reading level by individual students.

4.1.3. Develop and implement a program that requires accountability from those who actually deliver the services.

4.1.4. DOE will review and approve or reject local evaluation criteria and strategies, and provide technical assistance.

4.1.5. Develop measurable objectives that clearly identify target recipients, cultural values, and projected impacts.

4.2. Reporting

4.2.1. Develop procedures for building a baseline for collecting and reporting measurable performance and compliance data.

4.2.2. DOE will require each LEA to maintain records on the development of a correlation between an individual's years in school and the grade level indicated by test achievement. This data base will be developed to aid in the monitoring of progress toward the currently legislated literacy goals.

4.3. Coordination

4.3.1. Define and establish agreed-upon tasks at the state level.

4.3.2. To facilitate the coordination and cooperation of literacy and related issues at the state level, a policy group shall be initiated to include representatives from the DOE; Correctional Education School Authority; Department of Health and Rehabilitative Services; Department of Labor and Employment Security; and Department of State, DLIS. This policy group will be charged with reviewing areas of cooperation and with developing common literacy policy goals.

B. Local Planning Strategies

1. Outreach/Marketing

1.1. Identification of Population Needs Assessment: Characteristics and Requirements

1.1.1. Locally identify AFDC recipients who can benefit from educational services and plan for mandatory local testing and educational services. (2)

1.1.2. Devise means of identifying and referring prospective students, as distinguished from those seeking employment assistance.

1.1.3. Develop at each correctional institution a system which will provide mechanisms to identify inmates who read at 0-3.9 and 4.0-8.9 grade levels. (2)

1.1.4. Obtain local baseline data that include the number and percentages of adults sixteen years and older with educational skills at levels 0-3.9 and 4.0-8.9, on a district-by-district basis. The data should include at least a subset of AFDC recipients and incarcerated offenders. (2)

1.1.5. Identify local baseline data that include the number and percentages of adults who are below self-sufficiency and self-reliance levels.

1.2. Outreach/Marketing Recruitment

1.2.1. Develop a comprehensive marketing plan to maintain focus on literacy issues. (6)

1.2.2. Attract labor clients into literacy training. (2)

1.2.3. Initiate screening techniques provided through job counselors or by the state. (2) (6)

1.2.4. Seek JTPA-eligible clients from other agencies. (2)

1.2.5. Increase the participation of inmates at 0-3.9 and 4.0-8.9 grade levels. At each correctional institution, target a goal of 100 percent participation in the 0-3.9 grade-level group and 75 percent participation rate in the 4.0-8.9 grade-level group.

1.2.6. LEAs will develop a comprehensive marketing plan to recruit adults who lack basic- or functional-literacy skills. The plan will include target numbers (to be annually revised). (2)

1.2.7. Include the functionally illiterate work-force members through the development of work-force literacy initiatives.

1.2.8. Identify friendly sites for education within the facilities of various local and state agencies. (2)

1.2.9. Plan ongoing efforts to recruit volunteer tutors. (1) (3) (4)

1.3. Coordination

1.3.1. Conduct preliminary meetings with local key staff from all participating agencies to ensure a common understanding and the commitment of all parties. (2)

1.3.2. Ensure that agreements with specific, measurable products and memoranda of cooperation result from meetings with the provider groups (volunteer organizations, libraries, etc.) (3)

1.3.3. Encourage local literacy professional organizations to recruit private business people, particularly PIC members, for participation in these organizations and on their boards. (2)

1.3.4. Organize a literacy panel at each correctional facility to coordinate literacy concerns. The panel may include, but not be limited to, representatives of the chaplain's office, classification psychologists, local literacy volunteer groups, correctional educators, and librarians. (2)

1.3.5. Coordinate advertising strategies developed by LES through the local labor officer. (2)

1.3.6. Conduct outreach efforts to involve the business community in the development of job-site literacy efforts. (6)

1.3.7. Encourage PIC members to be active in literacy programs (libraries, JTPA, literacy councils, coordinating councils, etc.).

1.3.8. Coordinate efforts with already existing community volunteer group(s) to recruit and train volunteer tutors. (1) (3) (6)

1.3.9. Ensure local articulation between adult and vocational-education literacy programs. (2)

1.3.10. Coordinate with Project Independence supervisors regarding transportation, child care, and specific measures for referral, testing, and reporting.

2. Student Motivation

2.1. Incentives

2.1.1. To those students who achieve basic- or functional-literacy competencies, provide certificates of achievement acceptable to employers. (2)

2.1.2. Secure training commitments from industry. (6)

2.1.3. Secure employment commitments from industry to give first choice to program completers, e.g., JTPA job-readiness-type programs.

2.1.4. Develop and implement strategies that will encourage workers who are partially or fully employed in entry-level positions to become functionally literate and thereby increase their potential for career advancement.

2.1.5. Implement incentive programs for inmates who achieve functional-literacy levels while incarcerated. (2) (6)

2.2. Coordination

2.2.1. Develop procedures for identifying special motivational techniques.

2.2.2. Work with local providers and potential providers to encourage target populations to enroll in and attend literacy training programs at nontraditional delivery sites.

3. Delivery of Literacy Services

3.1 Access

3.1.1. Plan for identifying and/or selecting alternative sites for classroom instructional sites (e.g., LEA, HRS, local libraries, and other nonstandard community-based locations).
3.1.2. Articulate with local DLES officials to provide access and space to literacy providers in local Job Service Offices to facilitate literacy testing and educational services. (2)
3.1.3. Identify barriers to the delivery of literacy instruction to targeted groups inside and outside job-service offices. (2)
3.1.4. Utilize neighborhood-based organizations to deliver literacy programs to those seeking basic skills. (3)
3.1.5. Utilize community education activities as a vehicle for increasing opportunities for literacy-skill development. (2)
3.1.6. Plan and deliver literacy services to the work force through job-site classes and/or individual tutoring. (2) (3) (4)
3.1.7. Negotiate with employers for full or partial release time for students who participate in job-site literacy classes. (2)
3.1.8. Coordinate with local K-12 educational programs to ensure that literacy programs emphasize the importance of parents as their children's first and most influential teachers. (7)

3.2. Individual Assessment Methods

3.2.1. Make plans for establishing and maintaining procedures for testing job-ready and non-job-ready AFDC recipients. (2)
3.2.2. Check each individual inmate record to ensure that TABE or another approved test was administered when the inmate entered the state system. (2)
3.2.3. Provide feedback to DOE regarding the validity and usefulness of assessment methods currently in use. (2)

3.3. Instructional Methods

3.3.1. Make plans for involving local councils (coordinating, PIC, advisory, industrial) to address the program content and the identification of population and to take steps to assure availability of jobs.
3.3.2. Reduce class size and progress toward more individualized literacy instruction. (1) (3) (4)
3.3.3. Plan for the design of programs to help parents learn the techniques and skills necessary to assist in their children's educational development. (7)

3.3.4. Plan, design, and deliver valid individualized literacy instruction at levels targeted by intake and periodic assessments (ABE, GED prep, etc.). (1) (4) 6)

3.3.5. Administer TABE or another state-approved test as an aid in developing individualized instructional plans for each inmate. (2)

3.3.6. Plan and deliver one-on-one instruction whenever possible, utilizing volunteers to individualize program. (1) (3) (4)

3.4. Providers

3.4.1. Develop and implement procedures to identify and integrate volunteer services with the professional education programs. (1) (3) (4)

3.4.2. Develop and implement procedures for the utilization and training of volunteer instructors as part of an overall volunteer literacy program. (1) (3) (4)

3.4.3. Develop and implement procedures that ensure coordination of efforts with local public libraries and other local literacy programs. (1) (2) (3) (4)

3.5. Resources

3.5.1. Develop and implement procedures for identifying resources (e.g., educational offerings, combined training and educational activities). (2)

3.5.2. Provide each employment agency with a current directory of literacy providers throughout the state. (2)

3.5.3. Utilize PICs to solicit outside funds through their established contacts in the business community. (2)

3.5.4. Implement an organizational plan to promote the use of inmate volunteers as peer tutors in correctional facilities. (2)

3.5.5. Implement an organizational plan to utilize community-based volunteer literacy tutor groups to deliver individual instruction at correctional facilities. (2)

3.6. Support Services

3.6.1. Plan and establish a system for identifying support services available (e.g., transportation, counseling, and child care). (2)

3.6.2. Plan and identify support services available at each correctional facility (for example, chaplain's office, classification psychologists, local LEA, etc.). (2)

3.6.3. Plan and identify support services available at each public library. (2) (3)

3.7. Coordination

3.7.1. Organize a literacy advisory panel for each LEA. The panel may include, but not be limited to, representatives of PIC, local government, HRS, libraries, community education and private organizations that are concerned with literacy.

3.7.2. Develop local procedures which will ensure that the LEA can provide PICs with names of program completers, enabling PICs to provide job development. (2)

3.7.3. Ensure dissemination of labor-market information that affects literacy programs, particularly to local education entities. (2)

3.7.4. Coordinate services between employment and training agencies and local literacy providers so that applicants requiring literacy assistance can be referred to the appropriate service. (2)

3.7.5. Organize a literacy panel at each correctional facility to coordinate literacy concerns. The panel may include, but not be limited to, representatives of the chaplain's office, classification psychologists, local literacy volunteer groups, correctional educators, and librarians. (2)

4. Accountability

4.1. Evaluation

4.1.1. Each LEA should, in conjunction with HRS, establish a data base for AFDC and food-stamp recipients who are participants in Project Independence. (2) (5) (6)

4.1.2. Establish procedures for assessing the progress of long-term AFDC and social-services recipients and the rate of change among those Project Independence participants who are referred for adult-education assistance. (2) (5)

4.1.3. Maintain records of inmates targeted for literacy services by virtue of scores achieved on approved tests within targeted 0-3.9, 4.0-8.9 priorities. (2) (5)

4.1.4. Maintain records to document instruction and tested gain in reading level by individual students. (2) (5)

4.1.5. Develop and submit to DOE local literacy plans that will include program evaluation and criteria. (5)

4.1.6. Develop measurable objectives that clearly identify target recipients and foster cultural values. (5)

4.1.7. Negotiate appropriate working agreements with other public and private agencies in regard to the delivery of services. (2) (3) (5)

4.2. Reporting

4.2.1. Develop procedures for collecting, recording, and reporting AFDC and food-stamp-recipient test results. (2) (5)

4.2.2. Develop procedures for collecting, recording, and reporting enrollment and achievement (including employment) of students in libraries and other volunteer literacy programs. (2) (3) (5)

4.2.3. Administer one of the tests approved by the State Board of Education to adult students when they register for Adult General Education classes. (5)

4.2.4. Maintain records of individual grade-level test results and the years in school. These data will be forwarded to the Department of Education to facilitate the development of a statistical correlation between years in school and achievement level on approved tests. (2) (3) (5)

NOTE: Development of the above correlation (years in school and grade achievement level) will facilitate the identification of target groups, the effective use of 1990 census information, and the monitoring of progress toward legislated literacy goals.

4.2.5. Collect and report data on social, employment, and economic impact. (2) (5)

4.3. Coordination

4.3.1. Include an agreement on levels of responsibilities between participating agencies (e.g., testing, reporting and collection of data, monitoring of AFDC/student involvement and progress) and on methods of maintaining student progress in programs outside the control of the LEA.

SECTION SIX: Outline and Timetable for Local Literacy Plan

Florida Statute 228.0713(4)(a) requires each LEA to develop and submit a local literacy plan within twelve months after the adoption of the State Plan. Evidence must be shown that this plan was developed in coordination with other local agencies. Evidence of coordination might, for example, be provided in the form of written agreements with HRS, LES, DLIS, DOC and other community-based organizations or agencies. The plan must be submitted to the Commissioner of Education for review and subsequent approval or disapproval.

Each plan must directly address the seven components identified in law. To repeat, they are as follows:

1. Utilization and training of volunteer instructors as part of an overall volunteer literacy program
2. Interagency and intraagency cooperation and coordination through meaningful local working agreements
3. Coordination of efforts with public libraries and other local sponsors of literacy programs
4. Progress towards more individualized literacy instruction by reducing class size
5. Program-evaluation criteria and procedures
6. Identification, recruitment, and retention of adults lacking basic and functional literacy skills
7. Prevention of adult illiteracy through programs designed to help parents learn the techniques and skills they require to assist in their children's educational development

Plans will automatically be returned by DOE for revision if each of the above topics is not addressed. Local plans should also include a variety of other topics, such as nontraditional delivery sites, methods, and activities.

Upon notice of disapproval by the Commissioner, an LEA will have sixty days to bring the plan into compliance. Failure to do so will cause the Commissioner to deny in the subsequent year Adult General Education funds equal to the amount spent on basic-skills-education programs in the prior year.

Sample Outline for Local Literacy Plan

The local plan should be organized as follows:

I. Statement of the Problem(s)

Describe the local population, specifically the special populations most at risk. Where possible, include the numbers of those lacking basic and functional literacy skills. Local education agencies are encouraged to seek more current descriptions of the population in lieu of 1980 U.S. Census data.

II. Local Policy Goal(s)

Prepare general statements to describe the direction of local efforts.

III. Local Strategies

A. Marketing--Specific strategies designed to enlist special populations into literacy programs (see Local Planning Strategies, section 1, Outreach/ Marketing)
B. Student Motivation--Specific strategies for encouraging special populations to strive for academic achievement (see Local Planning Strategies, section 2, Student Motivation)
C. Delivery of Services--Specific strategies designed to eliminate duplication of services and provide for coordinated efforts between the public and private sectors, including employers (see Local Planning Strategies, section 3, Delivery of Services)
D. Accountability--Specific strategies which define the responsibilities of cooperating agencies (LEA, HRS, DOC, DLIS, LES and other community-based organizations and agencies) (see Local Planning Strategies, section 4, Accountability)

IV. Evaluation Criteria and Resource Impacts

Methods to measure the degree of success for each locally defined strategy included in the plan should be presented. Further, each LEA should provide preliminary estimates of the costs for instituting its local literacy plan, citing available public and private resources and volunteers, as well as anticipated expenses.

Timetable for the Development of First-Year Local Plans*

February 1, 1988--Division of Vocational, Adult, and Community Education provides a DVACE memo to each LEA, describing the approved state plan.

State Planning

Within forty-five days of the approval of this plan by the State Board of Education, the Department of Education will develop arrangements and agreements with every other state-level agency involved in the plan's implementation (e.g., the Departments of Health and Rehabilitative Services, Labor, Corrections, and State). The agreements regarding responsibilities and associated timetables will be disseminated to local agencies as soon as possible to facilitate local planning.

Local Planning

May 2, 1988--DOE develops and disseminates forms and procedures for creating local plans.

* The intent of the Florida Literacy Plan is not for the creation of a local plan for one year only. Instead, the plan will be reviewed, revised, and updated on a periodic basis. The Department of Education will generate procedures for local creation of plans for subsequent years. The CSPA advisory team will continue to provide guidance in updating the design and implementation of the plan. A report of this activity will be submitted annually to the Commissioner of Education.

September 30, 1988--Districts deliver initial interim local plans in narrative form to DOE. Each draft plan shall include the following:

- A completed statement of the local problem(s) and a description of local inputs (resources, volunteers, facilities, illiterate population characteristics, etc.)
- Evidence of steps taken toward local plan development (memoranda of meeting notices, minutes from meetings held, etc.)
- Draft agreements between providers and other agencies
- A description of alternative means for establishing local baseline literacy levels and explanations of how progress of participants will be measured and how program success will be evaluated

November 30, 1988--DOE provides an unofficial response to interim local plans.

January 30, 1989--Delivery of local plans to DOE must be made by this date.

March 17, 1989--DOE responds to local plans with approval/disapproval.

May 17, 1989--Local plans must be brought into compliance by this date or face a reduction of program funding.

Table Five identifies the initial goals of new enrollees for the first year of the plan. Local plans should develop targets for subsequent years. The numbers in Table Five were calculated by summing county 1980 census data for adults twenty-five years and older who had completed less than eight years of school. Five percent of this total was defined as the first year's goal. The goals cited in Table Five may be recalculated by districts if more recent or accurate local data regarding literacy rates are available. (See Section 4, Statement of the Problem.) Tables Six and Seven provide district-by-district educational characteristics as derived from the 1980 United States Census.

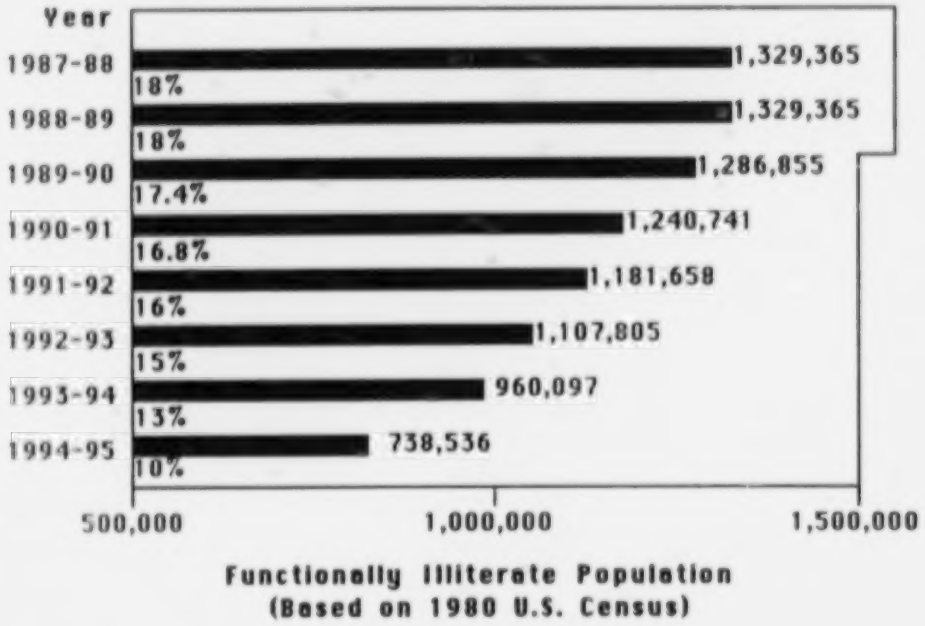
TABLE FIVE
Local Goals for First-Year Implementation of the Literacy Plan (LEAs and Number of New Literacy Students Desired)

LEA	Number Desired	LEA	Number Desired
Alachua	530	Lake	520
Baker	104	Lee	681
Bay	428	Leon	425
Bradford	145	Levy	132
Brevard	622	Liberty	50
Broward	3,194	Madison	164
Calhoun	104	Manatee	511
Charlotte	178	Marion	584
Citrus	223	Martin	213
Clay	136	Monroe	226
Collier	389	Nassau	180
Columbia	214	Okaloosa	280
Dade	11,044	Okeechobee	117
DeSoto	117	Orange	1,566
Dixie	58	Osceola	162
Duval	2,248	Palm Beach	2,052
Escambia	923	Pasco	838
Flagler	34	Pinellas	2,251
Franklin	77	Polk	1,719
Gadsden	521	Putnam	316
Gilchrist	39	St. Johns	248
Glades	46	St. Lucie	428
Gulf	72	Santa Rosa	206
Hamilton	88	Sarasota	484
Hardee	204	Seminole	488
Hendry	139	Sumter	153
Hernando	172	Suwannee	173
Highlands	305	Taylor	143
Hillsborough	2,731	Union	62
Indian River	240	Volusia	875
Jackson	401	Wakulla	76
Jefferson	122	Walton	163
Lafayette	39	Washington/Holmes	137

Figures Three and Four present estimated current levels of illiteracy and annual projections for reducing Florida's illiterate adult population through 1995. Figure Three shows the projections for functional illiteracy, and Figure Four shows the projections for basic illiteracy. Cautious interpretation is warranted since the population figures upon which these percentages are based have been taken from the 1980 U.S. Census. The number of immigrants and relocaters to Florida since 1980 has not been taken into account.

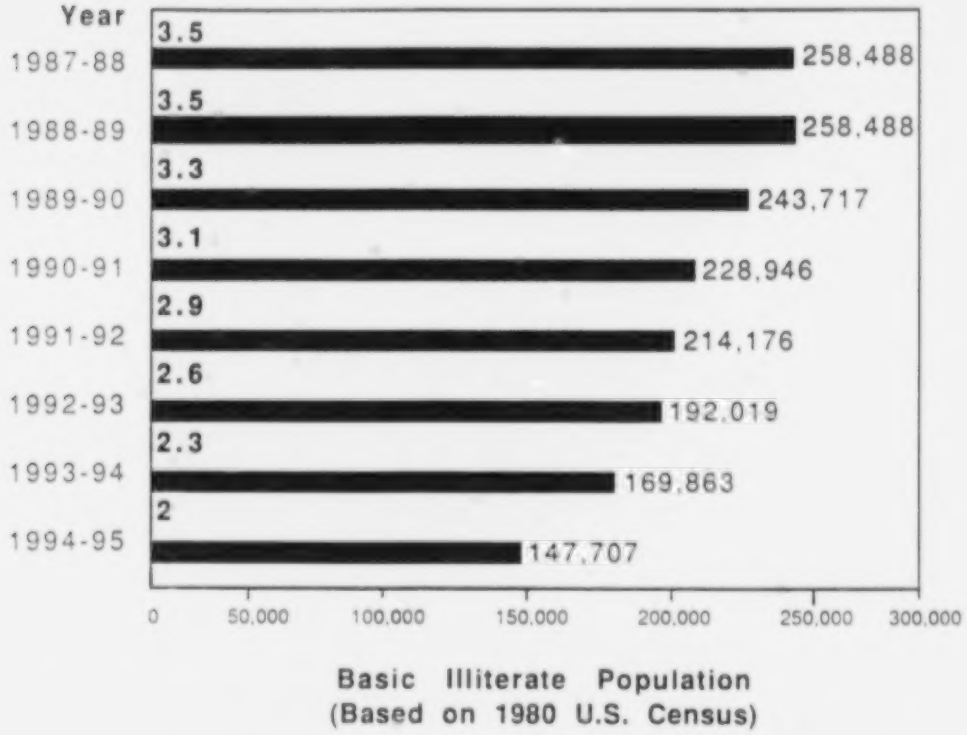
The first number given in Figures Three and Four is the estimated number of adults in Florida lacking functional or basic literacy, respectively, as indicated by the 1980 census; this number is used as a baseline from which projections are calculated. According to estimates, 18 percent of Florida's adult population lack functional literacy skills and 3.5 percent lack basic literacy skills. The projected number of persons who are no longer illiterate was developed to coincide with Florida's policy objectives to (a) decrease the percentage of functional illiterates in Florida from 18 to 10 by 1995, and (b) decrease the percentage of basic illiterates from 3.5 to 2 by 1995.

FIGURE THREE
Goals for Functional-Illiteracy Reduction, 1988-1995



Note: Figure Three shows projections for reducing Florida's functionally illiterate population (defined as below ninth-grade level: 4.0 through 8.9).

FIGURE FOUR
Goals for Basic-Illiteracy Reduction, 1988-1995



Note: Figure Four shows projections for reducing Florida's basic-illiterate population (defined as below fourth-grade level: 0 through 3.9)

TABLE SIX
Florida--Years of School Completed, by County, for Age 25 and Older

County	Total Population Age 25+	# with 0-8 Yrs of School	% with 0-8 Yrs of School	# with 0-4 Yrs of School	% with 0-4 Yrs of School
Alachua	75,817	10,056	13	3,410	4.5
Baker	8,222	2,432	30	583	7.1
Bay	56,053	10,298	18	2,251	4.0
Bradford	12,048	3,109	25	822	6.8
Brevard	170,292	19,017	11	2,716	1.6
Broward	702,820	99,153	14	16,049	2.3
Calhoun	5,491	1,995	36	618	11.3
Charlotte	45,574	6,984	15	694	1.5
Citrus	40,583	8,893	22	731	1.8
Clay	37,625	4,681	12	817	2.2
Collier	57,539	8,595	15	1,475	2.6
Columbia	19,917	4,618	23	1,172	5.9
Dade	1,048,561	244,258	23	49,688	4.7
DeSoto	11,517	3,156	27	538	4.7
Dixie	4,675	1,384	30	346	7.4
Duval	382,707	51,807	16	11,679	3.1
Escambia	131,303	21,136	16	4,784	3.6
Flagler	7,486	895	12	191	2.6
Franklin	4,501	1,495	33	475	10.6
Gadsden	22,658	8,183	36	3,642	16.1
Gilchrist	3,337	870	26		
Glades	3,770	1,109	29	177	4.7
Gulf	6,182	1,432	23	437	7.1
Hamilton	4,733	1,495	32	574	12.1
Hardee	10,704	3,878	36	1,029	9.6
Hendry	10,079	2,757	27	731	7.3
Hernando	31,629	6,164	19	721	2.3
Highlands	32,760	7,749	24	1,240	3.8
Hillsborough	384,098	65,995	17	13,093	3.4
Holmes	8,855	3,406	38		
Indian River	40,054	6,561	16	1,239	3.1
Jackson	22,492	7,347	33	2,560	11.4
Jefferson	5,985	2,022	34	818	13.7
Lafayette	2,307	789	34		
Lake	72,134	14,551	20	2,711	3.8
Lee	141,303	21,707	15	3,133	2.2
Leon	77,259	8,503	11	2,493	3.2
Levy	12,391	3,114	25	714	5.8
Liberty	2,477	934	38	271	10.9

County	Total Population Age 25+	# with 0-8 Yrs of School	% with 0-8 Yrs of School	# with 0-4 Yrs of School	% with 0-4 Yrs of School
Madison	8,359	2,964	35	1,069	12.8
Manatee	104,102	17,160	16	2,333	2.2
Marion	78,617	16,265	21	2,817	3.6
Martin	44,478	6,757	15	668	1.5
Monroe	43,005	5,539	13	1,066	2.5
Nassau	18,280	4,155	23	825	4.5
Okaloosa	59,323	6,720	11	1,315	2.2
Okeechobee	11,588	3,093	27	537	4.6
Orange	273,811	39,319	14	7,871	2.9
Osceola	31,058	6,090	20	586	1.9
Palm Beach	397,157	58,402	15	10,080	2.5
Pasco	143,523	31,965	22	3,025	2.1
Pinellas	524,492	80,709	15	9,194	1.8
Polk	195,301	41,991	22	8,210	4.2
Putnam	31,053	7,529	24	1,658	5.3
St. Johns	31,827	5,683	18	1,350	4.2
St. Lucie	54,887	10,691	19	2,146	3.9
Santa Rosa	30,843	4,949	16	1,008	3.3
Sarasota	150,154	18,831	13	2,044	1.4
Seminole	108,072	12,165	11	2,537	2.3
Sumter	14,818	3,703	25	771	5.2
Suwannee	13,109	3,871	30	1,024	7.8
Taylor	9,608	2,799	29	882	9.2
Union	6,371	1,406	22	259	4.1
Volusia	173,814	27,795	16	3,937	2.3
Wakulla	6,288	1,626	26	325	5.2
Walton	13,442	3,880	29	816	6.1
Washington	8,827	2,845	32	809	9.2

SOURCES: Table 182; Age, Fertility, Relationship, and Educational Characteristics by Race and Spanish Origin for Counties; Florida General Social and Economic Characteristics, 1980. Table 203(A); Years of School Completed for Persons 15 Years Old and Over by Age, Sex, Race, and Spanish Origin; Florida, Detailed Population Characteristics, Part II, 1980.

TABLE SEVEN
Florida--0-8 Years of School Completed, by Race,* for Age 25 and Older

County	0-8 Total	%	White	%	Black	%	Indian	%	Asian Pacific	%
Alachua	10,056	(13)	5,609	(9)	4,300	(32)	16	(8)	80	(8)
Baker	2,432	(30)	1,974	(28)	458	(44)	0		0	
Bay	10,298	(18)	8,058	(16)	1,936	(35)	71	(20)	201	(34)
Bradford	3,109	(26)	2,173	(23)	910	(40)	11	(24)	10	(23)
Brevard	19,017	(11)	15,391	(10)	3,269	(30)	70	(17)	220	(18)
Broward	99,153	(14)	80,557	(13)	17,387	(33)	103	(13)	414	(13)
Calhoun	1,995	(36)	1,712	(35)	268	(48)	15	(31)	0	
Charlotte	6,984	(15)	6,699	(15)	229	(39)	13	(19)	31	(17)
Citrus	8,893	(22)	8,477	(22)	364	(42)	20	(25)	6	(7)
Clay	4,681	(12)	4,094	(12)	517	(32)	15	(18)	31	(11)
Collier	8,595	(15)	5,741	(11)	1,025	(45)	15	(15)	16	(12)
Columbia	4,618	(23)	3,216	(20)	1,395	(41)	0		7	(10)
Dade	244,258	(23)	181,629	(21)	40,704	(29)	171	(14)	1,432	(17)
DeSoto	3,156	(27)	2,395	(25)	639	(40)	7	(23)	8	(16)
Dixie	1,384	(30)	1,173	(28)	211	(47)	0		0	
Duval	51,807	(16)	31,032	(12)	20,081	(29)	120	(12)	454	(13)
Escambia	21,136	(16)	13,986	(13)	6,591	(30)	303	(23)	221	(14)
Flagler	895	(12)	619	(9)	270	(44)	0		0	
Franklin	1,495	(33)	1,198	(31)	273	(50)	16	(53)	0	
Gadsden	8,183	(36)	2,592	(24)	5,576	(48)	0		0	
Gilchrist	870	(26)	813	(26)	0		0		0	
Glades	1,109	(29)	832	(27)	163	(46)	73	(41)	0	
Gulf	1,432	(23)	1,030	(20)	402	(40)	0		0	
Hamilton	1,495	(32)	701	(22)	785	(51)	9	(36)	0	
Hardee	3,878	(36)	3,071	(33)	311	(41)	23	(79)	0	
Hendry	2,757	(27)	1,682	(21)	767	(47)	19	(76)	22	(46)
Hernando	6,164	(19)	5,514	(18)	604	(44)	6	(9)	24	(23)
Highlands	7,749	(24)	5,998	(21)	1,602	(51)	54	(38)	6	(13)
Hillsborough	65,995	(17)	51,827	(15)	12,145	(29)	235	(22)	491	(21)
Holmes	3,406	(38)	3,278	(38)	111	(63)	15	(23)	0	
Indian River	6,501	(16)	4,663	(13)	1,773	(47)	12	(15)	19	(17)
Jackson	7,346	(33)	4,797	(28)	2,535	(50)	11	(17)	0	
Jefferson	2,022	(34)	683	(20)	1,339	(54)	0		0	
Lafayette	789	(34)	710	(33)	79	(59)	0		0	
Lake	14,551	(20)	11,323	(18)	2,877	(43)	38	(26)	26	(11)
Lee	21,707	(15)	18,154	(14)	2,828	(40)	105	(43)	47	(11)
Leon	8,503	(11)	3,840	(6)	4,606	(29)	22	(9)	25	(5)
Levy	3,114	(25)	2,369	(22)	717	(47)	17	(65)	4	(14)

* Major racial groups

County	0-8 Total	%	White	%	Black	%	Indian	%	Asian Pacific	%
Liberty	934	(38)	788	(35)	146	(59)	0		0	
Madison	2,964	(35)	1,455	(27)	1,509	(50)	0		0	
Manatee	17,160	(16)	14,221	(15)	2,496	(39)	58	(52)	130	(47)
Marion	16,265	(21)	12,428	(18)	3,631	(35)	52	(26)	69	(49)
Martin	6,757	(15)	5,125	(12)	1,029	(49)	0		16	(12)
Monroe	5,539	(13)	4,713	(12)	648	(31)	30	(10)	32	(81)
Nassau	4,155	(23)	3,353	(21)	785	(35)	4	(10)	0	
Okaloosa	6,720	(11)	5,644	(11)	782	(20)	14	(6)	227	(24)
Okeechobee	3,093	(27)	2,504	(24)	436	(57)	20	(31)	0	
Orange	39,319	(14)	28,406	(12)	9,750	(30)	125	(17)	209	(11)
Osceola	6,090	(20)	5,592	(19)	386	(30)	35	(21)	32	(22)
Palm Beach	58,402	(15)	41,971	(12)	14,605	(38)	105	(22)	334	(18)
Pasco	31,965	(22)	30,720	(22)	729	(38)	106	(29)	59	(17)
Pinellas	80,709	(15)	71,452	(15)	8,462	(32)	169	(20)	455	(23)
Polk	41,991	(22)	32,280	(19)	8,340	(35)	130	(25)	136	(19)
Putnam	7,529	(24)	5,244	(20)	2,233	(45)	45	(40)	7	(19)
St. Johns	5,683	(18)	4,023	(14)	1,629	(43)	0		15	(15)
St. Lucie	10,691	(19)	6,627	(15)	3,970	(46)	17	(13)	19	(12)
Santa Rosa	4,949	(16)	4,508	(16)	334	(29)	47	(20)	44	(18)
Sarasota	18,831	(13)	16,877	(12)	1,681	(34)	42	(28)	109	(24)
Seminole	12,165	(11)	8,242	(8)	3,675	(42)	46	(17)	100	(12)
Sumter	3,703	(25)	2,786	(22)	858	(42)	32	(43)	8	(50)
Suwannee	3,871	(30)	2,946	(27)	895	(47)	0		10	(18)
Taylor	2,799	(29)	2,071	(27)	724	(41)	0		4	(17)
Union	1,406	(22)	965	(22)	429	(23)	7	(16)	5	(19)
Volusia	27,795	(16)	23,155	(15)	4,267	(31)	110	(26)	102	(13)
Wakulla	1,626	(26)	1,241	(23)	378	(45)	0		0	
Walton	3,880	(29)	3,340	(27)	454	(42)	86	(69)	0	
Washington	2,845	(32)	2,399	(31)	411	(39)	35	(40)	0	

SOURCE: Table 49, 1980 Census of Population and Housing Data, FSU Census Access System.

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APPENDIX A:
1980 Census Data

Table 76. Educational Characteristics by Race: 1980

[Data are estimates based on a sample; see introduction. For meaning of symbols, see introduction. For definitions of terms, see appendixes A and B]

The State Urban and Rural	White						Black					
		Urban			Rural			Urban			Rural	
			Inside urbanized areas						Inside urbanized areas			
	The State	Total	Central cities	Urban fringe	Total	Farm	The State	Total	Central cities	Urban fringe	Total	Farm
SCHOOL ENROLLMENT AND TYPE OF SCHOOL												
Persons 3 years old and over enrolled in school	1 833 095	1 524 199	417 897	978 172	308 896	13 820	456 273	403 726	197 209	163 546	52 552	821
Nursery school	74 810	64 420	16 022	43 091	10 390	332	20 126	18 601	9 117	7 838	1 525	20
Public	16 149	13 075	3 479	8 305	3 074	136	12 743	11 573	5 747	4 596	1 170	20
Church-related	29 140	25 524	6 186	17 176	3 616	82	3 077	2 920	1 334	1 400	157	–
Other private	29 521	25 821	6 357	17 610	3 700	114	4 306	4 108	2 036	1 842	198	–
Kindergarten	91 038	73 423	18 814	47 768	17 615	779	31 689	28 454	14 227	11 403	3 235	41
Public	66 502	52 025	12 703	34 072	14 577	667	27 957	24 844	12 327	9 842	3 113	41
Church-related	15 948	13 714	4 045	8 693	2 234	69	1 678	1 622	869	656	56	–
Other private	8 488	7 684	2 086	5 003	804	43	2 054	1 988	1 031	905	66	–
Elementary (1 to 8 years)	831 544	667 656	186 478	437 678	163 888	6 772	232 607	204 155	97 465	83 008	28 452	435
Public	706 793	556 274	132 896	366 508	150 519	5 902	225 159	197 145	94 104	79 558	28 014	435
Church-related	97 039	88 106	26 609	56 425	10 933	661	5 729	5 409	2 527	2 732	320	–
Other private	25 712	23 276	6 973	14 745	2 436	209	1 719	1 601	834	718	118	–
High school (1 to 4 years)	440 299	360 858	91 343	236 785	79 441	4 148	114 402	99 124	47 162	40 361	15 278	265
Public	392 238	317 214	77 541	209 083	75 024	3 837	111 415	96 553	45 920	39 204	14 862	260
Church-related	35 706	32 630	10 261	20 962	3 076	179	2 007	1 846	815	915	161	5
Other private	12 355	11 014	3 541	6 740	1 341	132	980	725	427	241	255	–
College	395 404	357 842	125 240	212 810	37 582	1 789	57 454	53 392	29 238	20 936	4 062	60
Public	334 089	300 566	106 739	178 238	33 523	1 643	51 163	47 568	25 997	18 543	3 595	45
Persons 3 years old and over enrolled in school	1 833 095	1 524 199	417 897	978 172	308 896	13 820	456 278	403 726	197 209	163 546	52 552	821
3 and 4 years old	71 385	61 233	15 767	40 312	10 152	293	24 394	22 559	11 232	9 331	1 835	20
5 and 6 years old	153 357	124 282	31 212	81 765	29 075	1 289	46 454	41 369	20 463	16 647	5 085	59
7 to 13 years old	707 102	568 021	140 542	373 835	139 081	5 721	191 591	168 752	79 663	69 426	22 139	319
14 and 15 years old	230 577	185 772	46 154	121 979	44 805	2 158	59 563	51 720	24 118	21 344	7 843	155
16 and 17 years old	214 839	175 406	43 421	115 293	39 433	2 157	54 237	47 101	22 568	18 934	7 106	155
18 and 19 years old	122 231	107 616	36 191	63 423	14 615	826	25 816	22 843	12 432	8 394	2 973	37
20 and 21 years old	79 685	73 782	28 609	41 466	5 903	352	13 436	12 271	7 420	4 123	1 165	38
22 to 24 years old	68 328	62 999	23 274	37 128	5 329	225	11 233	10 394	5 793	4 005	839	7
25 to 34 years old	101 727	90 287	30 385	55 067	11 440	281	17 192	15 740	8 041	6 660	1 452	8
35 years old and over	83 864	73 801	20 321	47 902	10 063	421	12 092	10 977	5 279	4 692	1 115	23
Percent enrolled in school—												
3 and 4 years old	44.1	47.3	46.3	48.6	31.3	27.6	47.5	49.5	50.0	52.1	31.9	21.5
5 and 6 years old	91.8	92.6	91.8	92.8	83.4	92.1	90.8	91.1	90.9	92.3	88.8	85.5
7 to 13 years old	98.8	98.9	98.6	99.0	98.6	98.7	97.7	97.8	97.5	98.2	97.4	97.0
14 and 15 years old	97.7	97.8	97.4	98.2	97.0	94.4	96.0	96.2	96.1	96.5	95.1	98.7
16 and 17 years old	83.9	84.7	83.1	85.7	80.6	90.1	85.0	84.8	85.0	84.6	86.4	91.2
18 and 19 years old	47.2	47.2	51.6	43.7	36.5	47.6	44.7	45.2	47.0	43.5	41.4	50.0
20 and 21 years old	30.5	32.9	37.9	31.5	16.0	26.3	24.5	25.4	29.4	22.1	17.8	39.6
22 to 24 years old	17.5	18.8	21.5	18.5	9.5	13.5	14.3	15.1	16.4	15.0	9.0	5.8
25 to 34 years old	8.7	9.2	10.8	8.9	6.0	4.5	8.3	8.7	9.0	8.9	6.0	3.8
SCHOOL ENROLLMENT AND LABOR FORCE STATUS												
Persons 16 to 19 years old	514 913	427 209	124 776	284 914	87 704	4 236	121 475	106 079	52 994	41 692	15 396	244
Armed Forces	9 947	9 454	6 201	3 109	493	–	1 667	1 330	831	524	87	–
Civilian, enrolled	336 550	283 508	81 313	178 508	53 042	3 033	79 954	69 883	34 967	27 270	10 071	192
Employed	143 468	124 554	33 327	80 949	18 914	1 072	17 763	16 099	7 335	7 409	1 664	20
Unemployed	13 546	11 724	3 292	7 543	1 822	72	4 394	3 926	1 946	1 583	468	–
Not in labor force	179 536	147 230	44 674	90 016	32 306	1 889	57 797	49 858	25 686	18 278	7 939	172
Civilian, not enrolled in school	168 416	134 247	37 260	83 297	34 169	1 203	40 054	34 816	17 196	13 998	5 238	52
High school graduate	83 072	71 438	19 413	45 045	16 634	766	17 394	15 388	7 664	6 167	2 006	36
Employed	67 512	55 831	15 063	35 346	11 681	583	8 433	7 531	3 659	3 147	902	27
Unemployed	5 566	4 327	1 241	2 734	1 169	47	2 119	1 861	992	677	258	6
Not in labor force	14 994	11 280	3 109	6 963	3 764	135	5 852	5 996	3 016	2 341	646	3
Not high school graduate	80 344	62 809	17 847	38 252	17 535	437	22 660	19 428	9 532	7 731	3 232	16
Employed	41 512	33 579	8 752	21 450	7 933	237	7 030	6 068	2 585	2 992	962	7
Unemployed	10 095	8 060	2 391	4 879	2 035	32	2 947	2 644	1 438	964	303	–
Not in labor force	28 737	21 170	6 704	11 923	7 567	168	12 683	10 716	5 509	3 875	1 967	9
YEARS OF SCHOOL COMPLETED												
Male, 25 years old and over	2 551 242	2 131 699	565 888	1 363 611	419 543	17 961	292 899	252 414	126 061	97 278	40 485	642
Elementary: 0 to 4 years	62 045	46 294	14 977	25 760	15 751	645	41 541	35 092	17 140	11 687	6 449	238
5 to 7 years	151 983	117 371	36 874	67 284	34 612	1 660	42 049	35 128	18 245	12 292	6 921	118
8 years	187 424	148 965	37 241	94 821	38 459	1 661	19 811	16 565	8 613	5 761	3 246	52
High school: 1 to 3 years	357 639	286 665	72 723	181 994	70 974	2 840	60 766	51 992	26 890	19 145	8 754	73
4 years	801 678	659 686	168 696	425 189	141 992	6 138	74 173	65 685	32 722	26 579	8 496	104
College: 1 to 3 years	469 872	407 498	106 615	267 278	62 374	2 553	32 725	29 624	13 972	13 519	3 102	41
4 years	278 027	247 524	65 879	162 381	30 503	1 374	10 576	9 854	4 530	4 481	722	6
5 or more years	242 574	217 696	62 883	138 904	24 878	1 090	9 277	8 473	4 039	3 814	803	10
Percent high school graduates	70.2	71.9	71.4	72.9	61.9	62.1	43.3	45.0	43.8	49.7	32.4	25.1
Female, 25 years old and over	2 930 032	2 422 971	673 934	1 583 980	437 061	18 020	334 063	313 832	160 644	117 414	40 231	630
Elementary: 0 to 4 years	63 016	53 144	17 732	29 921	9 872	293	36 694	29 340	14 899	8 562	6 354	97
5 to 7 years	159 473	131 827	44 082	74 848	27 646	974	49 710	42 086	21 748	14 212	6 624	127
8 years	220 745	183 784	49 774	114 604	36 961	1 614	25 971	23 157	12 449	7 647	3 814	62
High school: 1 to 3 years	466 762	379 715	102 776	235 793	87 047	3 158	81 675	72 687	39 297	25 371	8 988	107
4 years	1 188 106	1 007 692	254 930	658 607	180 426	7 709	94 512	84 792	42 412	33 075	9 730	143
College: 1 to 3 years	488 163	429 900	114 276	278 442	58 263	2 645	39 920	37 109	17 946	16 245	2 812	20
4 years	220 475	195 448	56 820	123 124	24 027	1 223	16 238	14 998	6 839	6 740	1 240	53
5 or more years	123 290	110 471	23 594	68 641	12 819	692	11 341	10 674	5 054	4 620	669	21
Percent high school graduates	68.9	70.0	68.2	71.3	63.0	66.9	45.8	47.0	45.0	52.6	35.9	37.6
Persons 25 years old and over	5 481 274	4 624 670	1 239 872	2 947 591	856 604	35 981	616 962	566 256	286 705	216 693	80 716	1 272
Percent: Less than 5 years of elementary school	2.3	2.2	2.6	1.9	3.0	2.6	12.1	11.2	11.2	9.4	18.3	26.3
High school graduates	69.5	70.9	69.7	72.0	62.5	64.5	44.8	45.1	44.5	51.3	34.2	31.3
4 or more years of college	15.8	16.7	17.7	16.7	10.8	12.1	7.3	7.8	7.1	9.2	4.3	7.1
Median years of school completed	12.5	12.6	12.6	12.6	12.3	12.4	11.3	11.5	11.3	12.0	9.8	8.5
Persons 18 to 24 years old	911 415	778 483	254 063	462 723	132 927	4 051	190 920	167 866	87 066	64 608	23 054	290
Percent: High school graduates	77.3	78.8	80.5	77.6	66.7	76.0	65.0	65.1	66.8	63.8	55.4	70.7
4 or more years of college	6.0	6.4	6.9	6.5	3.2	3.7	2.7	2.8	2.7	3.1	1.8	2.4
Male, 18 to 24 years old	458 833	391 852	130 460	230 623	66 981	2 619	88 424	75 841	39 019	29 520	12 583	163
Percent: High school graduates	74.6	76.1	78.5	75.7	65.5	73.6	59.4	61.3	61.7	61.8	47.4	82.2
4 or more years of college	5.9	6.4	6.6	6.5	3.3	3.7	2.1	2.3	2.2	2.6	1.0	4.3
Female, 18 to 24 years old	452 582	386 631	123 603	232 100	65 946	2 232	102 496	92 025	48 047	35 088	10 471	127
Percent: High school graduates	80.1	81.5	82.7	81.5	71.9	78.9	69.8	70.4	70.9	71.1	65.0	55.9
4 or more years of college	6.0	6.5	7.1	6.5	3.2	3.7	3.2	3.2	3.1	3.5	2.8	–

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TABLE 237. INCOME IN 1979 OF PERSONS 18 YEARS AND OVER BY YEARS OF SCHOOL COMPLETED, AGE, RACE, SPANISH ORIGIN, AND SEX: 1980 ....

[DATA ARE ESTIMATES BASED ON A SAMPLE; SEE INTRODUCTION. FOR MEANING OF SYMBOLS, SEE INTRODUCTION. FOR DEFINITIONS OF TERMS, SEE APPENDIXES A AND B]

FLORIDA

	TOTAL	ELEMENTARY 0 TO 7 YEARS	ELEMENTARY 8 YEARS	HIGH SCHOOL 1 TO 3 YEARS	HIGH SCHOOL 4 YEARS	COLLEGE 1 TO 3 YEARS	COLLEGE 4 YEARS	COLLEGE 5 AND 6 YEARS	COLLEGE 7 OR MORE YEARS	PERCENT HIGH SCHOOL GRADUATES	PERCENT 4 OR MORE YRS COLLEGE
TOTAL											
MALES 18 YEARS OLD AND OVER	3 466 504	327 107	225 995	559 870	1 133 244	642 031	315 922	149 613	116 922	88.0	16.7
WITHOUT INCOME	195 686	21 604	18 876	41 156	66 967	25 958	6 118	2 884	2 125	52.8	7.3
WITH INCOME	3 270 818	305 703	213 121	518 716	1 068 277	616 073	309 804	146 729	112 597	88.7	17.2
$1 TO $1,999 OR LOSS	185 510	25 912	10 988	43 104	55 456	26 546	8 375	4 122	2 825	56.8	8.3
$2,000 TO $3,999	305 967	68 387	30 330	60 661	80 365	45 548	11 971	5 055	3 654	67.9	6.8
$4,000 TO $5,999	334 337	51 896	29 041	66 038	103 222	48 977	13 821	5 529	4 219	52.6	7.0
$6,000 TO $7,999	346 099	42 696	32 609	69 076	121 702	52 662	14 662	6 200	4 496	58.3	7.9
$8,000 TO $9,999	320 929	32 659	26 142	61 708	112 507	53 394	14 658	6 279	4 702	62.5	9.1
$10,000 TO $11,999	298 663	23 897	19 400	51 681	112 035	54 983	21 286	8 320	5 271	68.3	12.3
$12,000 TO $14,999	357 862	22 221	20 174	54 776	155 097	71 600	31 205	14 883	7 884	72.8	15.6
$15,000 TO $19,999	439 459	20 035	18 101	54 229	160 512	97 132	50 828	24 611	14 011	79.0	20.4
$20,000 TO $24,999	285 525	8 682	8 169	26 908	99 825	65 822	41 160	21 441	13 800	86.3	26.8
$25,000 TO $34,999	241 187	5 042	5 237	17 028	69 115	53 615	46 186	26 931	18 203	88.7	37.9
$35,000 TO $49,999	103 786	2 415	2 046	5 929	20 944	20 076	25 102	13 516	13 630	90.0	50.5
$50,000 OR MORE	91 654	2 031	1 882	5 170	16 227	15 990	20 550	9 626	20 110	90.0	56.9
MEDIAN	$11 090	$6 296	$7 653	$8 532	$11 207	$12 553	$17 465	$19 539	$23 241	...	...
MEAN	$14 651	$8 424	$9 864	$10 683	$13 675	$15 682	$22 454	$23 629	$32 656	...	...
WITH EARNINGS	2 533 336	161 600	131 992	375 862	886 008	517 083	254 854	122 744	93 665	74.5	18.7
MEAN ANNUAL INCOME	$16 226	$10 923	$12 420	$11 508	$14 511	$16 083	$23 675	$24 804	$35 824	...	...
MEAN ANNUAL EARNINGS	$14 604	$9 798	$10 697	$10 415	$13 048	$14 488	$21 017	$21 970	$32 476	...	...
MEAN WEEKLY EARNINGS	$330	$236	$257	$249	$289	$327	$453	$377	$692	...	...
USUALLY WORKED 35 OR MORE HOURS PER WEEK	2 179 598	131 891	84 840	293 525	786 598	442 543	228 958	109 947	82 556	75.2	19.3
MEAN ANNUAL INCOME	$16 960	$11 491	$12 774	$12 199	$14 809	$17 061	$24 037	$25 553	$37 134	...	...
MEAN ANNUAL EARNINGS	$15 697	$10 678	$11 619	$11 413	$13 701	$15 729	$22 017	$23 323	$34 346	...	...
MEAN WEEKLY EARNINGS	$345	$248	$265	$264	$300	$342	$467	$500	$739	...	...
WORKED 40 OR MORE WEEKS IN 1979	1 840 216	104 116	67 176	245 283	672 393	373 865	204 746	97 560	75 277	77.4	20.5
MEAN ANNUAL INCOME	$18 502	$12 584	$13 961	$13 701	$15 967	$18 680	$25 301	$26 853	$39 014	...	...
MEAN ANNUAL EARNINGS	$17 371	$11 941	$13 058	$13 048	$15 061	$17 486	$23 476	$24 857	$36 604	...	...
MEAN WEEKLY EARNINGS	$368	$241	$263	$266	$301	$350	$468	$501	$739	...	...
USUALLY WORKED 1 TO 34 HOURS PER WEEK	303 930	26 075	15 957	57 151	88 816	69 171	22 486	11 810	9 466	67.0	14.5
MEAN ANNUAL INCOME	$10 568	$8 274	$9 868	$7 586	$9 521	$9 556	$19 017	$17 807	$25 699	...	...
MEAN ANNUAL EARNINGS	$7 168	$5 765	$6 123	$5 119	$6 569	$6 800	$11 917	$10 984	$17 263	...	...
MEAN WEEKLY EARNINGS	$176	$150	$161	$132	$159	$168	$261	$233	$352	...	...
MALES 18 TO 24 YEARS OLD	564 910	12 429	12 687	134 669	244 329	110 960	23 401	5 825	560	71.7	5.1
WITH INCOME	498 090	9 284	10 283	110 340	223 259	117 290	22 102	5 178	614	73.9	5.6
MEDIAN INCOME	$6 029	$4 342	$5 102	$4 909	$6 718	$5 389	$8 033	$5 346	$5 821	...	...
MEAN INCOME	$6 826	$5 355	$5 772	$5 822	$7 386	$6 486	$8 971	$7 188	$8 524	...	...
WITH EARNINGS	483 955	8 608	9 608	106 828	218 590	113 012	21 629	4 761	3 621	74.2	5.4
MEAN ANNUAL INCOME	$6 929	$5 738	$5 908	$5 925	$7 459	$6 580	$9 104	$7 526	$8 892	...	...
MEAN ANNUAL EARNINGS	$6 739	$5 565	$5 778	$5 799	$7 305	$6 286	$8 803	$7 060	$8 544	...	...
MEAN WEEKLY EARNINGS	$173	$152	$159	$158	$176	$172	$230	$208	$237	...	...
USUALLY WORKED 35 OR MORE HOURS PER WEEK	379 074	6 657	8 127	81 258	185 406	78 665	17 562	3 952	267	76.7	5.5
MEAN ANNUAL INCOME	$7 806	$6 156	$6 523	$6 865	$8 163	$7 734	$10 057	$9 085	$10 035	...	...
MEAN ANNUAL EARNINGS	$7 635	$5 996	$6 212	$6 729	$7 997	$7 484	$9 793	$8 630	$9 578	...	...
MEAN WEEKLY EARNINGS	$193	$162	$167	$177	$190	$205	$256	$259	$265	...	...
WORKED 40 OR MORE WEEKS IN 1979	261 374	4 086	4 828	51 975	138 400	49 150	11 125	1 661	149	76.7	4.9
MEAN ANNUAL INCOME	$9 495	$7 852	$8 296	$8 538	$9 420	$10 161	$12 539	$12 801	$14 016	...	...
MEAN ANNUAL EARNINGS	$9 168	$7 686	$8 163	$8 436	$9 307	$10 003	$12 295	$12 404	$13 590	...	...
MEAN WEEKLY EARNINGS	$193	$160	$170	$175	$191	$209	$252	$258	$270	...	...
USUALLY WORKED 1 TO 34 HOURS PER WEEK IN 1979	102 708	1 452	1 466	25 210	34 774	33 912	6 052	1 588	92	72.6	5.5
MEAN ANNUAL INCOME	$3 717	$3 796	$5 911	$2 974	$3 878	$3 913	$5 012	$4 127	$5 161	...	...
MEAN ANNUAL EARNINGS	$3 452	$3 613	$5 689	$2 816	$3 676	$3 528	$4 552	$3 712	$5 111	...	...
MEAN WEEKLY EARNINGS	$93	$100	$112	$84	$93	$95	$119	$103	$132	...	...
MALES 25 TO 34 YEARS OLD	697 586	23 817	15 604	78 565	235 026	179 803	94 983	42 865	24 959	83.1	23.6
WITH INCOME	668 522	20 699	14 058	72 268	226 609	173 844	93 255	41 906	24 105	84.0	24.1
MEDIAN INCOME	$12 518	$6 623	$8 304	$9 193	$11 724	$12 705	$15 604	$15 977	$18 659	...	...
MEAN INCOME	$15 986	$8 197	$9 381	$10 099	$12 695	$14 029	$17 596	$17 689	$23 846	...	...
WITH EARNINGS	649 311	17 933	13 244	69 313	220 554	169 468	92 062	41 192	25 967	84.5	24.5
MEAN ANNUAL INCOME	$16 216	$8 922	$9 690	$10 309	$12 860	$14 211	$17 703	$17 883	$24 125	...	...
MEAN ANNUAL EARNINGS	$13 829	$8 661	$9 494	$10 103	$12 598	$13 762	$17 140	$17 310	$23 339	...	...
MEAN WEEKLY EARNINGS	$296	$209	$220	$230	$268	$293	$354	$366	$498	...	...
USUALLY WORKED 35 OR MORE HOURS PER WEEK	605 216	15 770	12 010	63 569	203 673	156 721	87 159	38 117	23 194	84.9	24.5
MEAN ANNUAL INCOME	$16 654	$8 999	$10 022	$10 637	$13 113	$14 698	$18 056	$18 702	$24 500	...	...
MEAN ANNUAL EARNINGS	$14 266	$8 791	$9 928	$10 466	$12 862	$14 291	$17 595	$18 141	$24 201	...	...
MEAN WEEKLY EARNINGS	$305	$211	$227	$258	$273	$302	$366	$397	$527	...	...
WORKED 40 OR MORE WEEKS IN 1979	532 624	11 619	9 429	51 158	185 260	135 959	80 240	34 315	20 664	88.6	25.4
MEAN ANNUAL INCOME	$15 699	$10 592	$11 633	$11 905	$13 910	$15 606	$18 853	$19 801	$27 532	...	...
MEAN ANNUAL EARNINGS	$15 557	$10 611	$11 514	$11 765	$13 692	$15 233	$18 510	$19 249	$26 722	...	...
MEAN WEEKLY EARNINGS	$307	$214	$250	$239	$273	$304	$365	$389	$535	...	...
USUALLY WORKED 1 TO 34 HOURS PER WEEK IN 1979	62 848	2 115	1 186	5 570	11 631	12 627	4 821	3 005	2 295	79.3	61.6
MEAN ANNUAL INCOME	$8 459	$8 251	$6 584	$8 728	$8 375	$8 228	$11 670	$7 767	$10 078	...	...
MEAN ANNUAL EARNINGS	$7 816	$7 511	$6 367	$6 169	$7 960	$7 179	$10 668	$7 061	$9 445	...	...
MEAN WEEKLY EARNINGS	$168	$190	$151	$142	$169	$162	$195	$131	$195	...	...
MALES 35 TO 44 YEARS OLD	506 454	34 939	20 500	66 355	172 270	97 486	53 357	32 316	[illegible]	75.9	22.4
WITH INCOME	469 197	32 105	19 200	63 502	167 670	95 551	52 488	31 [illegible]	[illegible]	76.5	22.7
MEDIAN INCOME	$16 056	$8 806	$10 721	$11 692	$15 583	$17 486	$22 531	$23 [illegible]	[illegible]	...	...
MEAN INCOME	$19 670	$10 385	$12 102	$13 207	$17 191	$20 134	$27 567	$27 [illegible]	[illegible]	...	...
WITH EARNINGS	469 894	28 578	17 778	60 228	161 773	92 468	51 389	31 336	[illegible]	77.3	23.2
MEAN ANNUAL INCOME	$20 174	$11 158	$12 602	$13 688	$17 528	$20 481	$27 725	$27 411	$36 [illegible]	...	...
MEAN ANNUAL EARNINGS	$19 300	$10 829	$12 171	$13 277	$16 828	$19 505	$26 253	$26 [illegible]	$34 [illegible]	...	...
MEAN WEEKLY EARNINGS	$401	$261	$265	$286	$347	$401	$530	$532	$610	...	...
USUALLY WORKED 35 OR MORE HOURS PER WEEK	445 229	25 687	16 527	55 933	154 677	88 405	49 367	29 923	[illegible]	78.0	23.4
MEAN ANNUAL INCOME	$20 672	$11 490	$12 905	$14 046	$17 716	$20 597	$27 929	$27 [illegible]	$36 [illegible]	...	...
MEAN ANNUAL EARNINGS	$19 625	$11 196	$12 484	$13 644	$17 038	$19 665	$26 496	$26 421	$34 [illegible]	...	...
MEAN WEEKLY EARNINGS	$408	$267	$269	$292	$351	$404	$537	$547	$615	...	...
WORKED 40 OR MORE WEEKS IN 1979	406 957	21 567	14 030	48 701	142 295	81 860	46 773	28 101	[illegible]	79.3	24.3
MEAN ANNUAL INCOME	$21 450	$12 405	$13 897	$14 802	$18 395	$21 427	$28 496	$28 615	[illegible]	...	...
MEAN ANNUAL EARNINGS	$20 644	$12 161	$13 522	$14 467	$17 772	$20 546	$27 218	$27 293	[illegible]	...	...
MEAN WEEKLY EARNINGS	$410	$265	$271	$289	$351	$405	$537	$568	$642	...	...
USUALLY WORKED 1 TO 34 HOURS PER WEEK IN 1979	23 194	2 842	1 [illegible]	4 [illegible]	6 [illegible]	5 [illegible]	1 [illegible]	1 [illegible]	[illegible]	64.7	12.4
MEAN ANNUAL INCOME	$14 662	$8 146	$9 [illegible]	$8 971	$13 [illegible]	$17 977	$22 [illegible]	$19 [illegible]	[illegible]	...	...
MEAN ANNUAL EARNINGS	$13 478	$7 [illegible]	$8 [illegible]	$8 [illegible]	$12 [illegible]	$16 [illegible]	$20 [illegible]	$17 [illegible]	[illegible]	...	...
MEAN WEEKLY EARNINGS	$279	$180	$202	$188	$251	$320	$357	$284	$480	...	...

TABLE 237. INCOME IN 1979 OF PERSONS 18 YEARS AND OVER BY YEARS OF SCHOOL COMPLETED, AGE, RACE, SPANISH ORIGIN, AND SEX: 1980 - CON.

[DATA ARE ESTIMATES BASED ON A SAMPLE; SEE INTRODUCTION. FOR MEANING OF SYMBOLS, SEE INTRODUCTION. FOR DEFINITIONS OF TERMS, SEE APPENDIXES A AND B]

SUBJECT	TOTAL	ELEMENTARY: 0 TO 7 YEARS	HIGH SCHOOL: 1 TO 3 YEARS	HIGH SCHOOL: 4 YEARS	COLLEGE: 1 TO 3 YEARS	COLLEGE: 4 YEARS	COLLEGE: 5 AND 6 YEARS	COLLEGE: 7 OR MORE YEARS	PERCENT HIGH SCHOOL GRADUATES	PERCENT 4 OR MORE YEARS COLLEGE
TOTAL										
FEMALES 18 YEARS OLD AND OVER	5 918 659	352 619	282 501	863 041	1 565 070	684 795	267 407	106 622	37 609	37.9	10.5
WITHOUT INCOME	774 165	64 882	49 278	160 940	330 105	115 503	39 500	10 568	3 719	36.5	8.8
WITH INCOME	5 144 494	287 557	233 223	702 101	1 234 965	569 292	227 852	96 274	33 890	38.7	11.4
$1 TO $1,999 OR LOSS	532 378	64 404	46 654	111 952	197 855	65 954	24 563	7 395	2 236	38.0	8.4
$2,000 TO $3,999	708 560	110 116	78 759	140 607	245 797	84 427	27 121	7 818	3 595	34.5	6.5
$4,000 TO $5,999	672 599	62 332	59 683	89 124	195 290	73 462	25 577	7 815	3 311	34.5	6.5
$6,000 TO $7,999	638 458	25 848	22 763	67 461	192 387	76 194	23 287	7 865	2 953	37.3	6.0
$8,000 TO $9,999	309 215	10 867	11 391	32 566	145 212	68 428	25 226	8 035	2 430	37.3	8.1
$10,000 TO $11,999	220 285	5 085	8 014	21 112	94 371	51 846	28 647	10 773	2 431	35.4	14.0
$12,000 TO $14,999	199 961	3 746	4 340	15 760	76 330	49 414	30 462	16 221	3 688	38.3	25.2
$15,000 TO $19,999	151 099	2 503	2 838	9 421	49 959	36 673	26 169	18 197	5 590	49.2	32.9
$20,000 TO $24,999	57 375	897	1 055	4 165	17 878	12 563	9 109	7 565	3 545	49.6	32.9
$25,000 TO $34,999	36 090	775	904	2 552	10 982	8 260	5 470	5 525	2 014	47.6	31.1
$35,000 TO $49,999	15 620	500	425	1 059	4 481	3 218	2 105	996	715	55.2	24.7
$50,000 OR MORE	13 054	456	417	1 292	4 445	3 251	1 975	551	667	85.4	19.5
MEDIAN	$5 528	$7 977	$5 516	$5 976	$6 779	$6 685	$9 220	$11 762	$11 294	....	....
MEAN	$6 978	$4 156	$4 706	$5 304	$6 929	$8 135	$10 361	$12 208	$13 552	....	....
WITH EARNINGS	1 992 719	86 114	63 741	281 271	867 665	429 196	166 639	74 212	25 881	78.4	15.3
MEAN ANNUAL INCOME	$7 984	$5 949	$6 204	$6 009	$7 583	$9 593	$10 765	$12 769	$15 361	....	....
MEAN ANNUAL EARNINGS	$7 236	$5 208	$5 245	$5 462	$6 958	$7 612	$9 774	$11 572	$13 802	....	....
MEAN WEEKLY EARNINGS	$180	$134	$140	$146	$170	$188	$240	$285	$342	....	....
USUALLY WORKED 35 OR MORE HOURS PER WEEK	1 455 360	58 468	41 880	191 473	649 582	348 755	127 738	59 018	18 646	79.9	14.1
MEAN ANNUAL INCOME	$9 015	$6 592	$6 858	$6 906	$8 496	$9 560	$11 822	$13 974	$16 854	....	....
MEAN ANNUAL EARNINGS	$8 450	$6 082	$6 234	$6 426	$8 008	$8 983	$11 095	$13 025	$15 648	....	....
MEAN WEEKLY EARNINGS	$209	$155	$163	$169	$194	$218	$276	$312	$383	....	....
WORKED 40 OR MORE WEEKS IN 1979	1 092 261	40 886	28 615	129 546	500 638	237 581	95 933	44 636	14 625	81.8	14.2
MEAN ANNUAL INCOME	$10 344	$7 634	$8 060	$8 390	$9 710	$10 972	$13 065	$15 178	$18 670	....	....
MEAN ANNUAL EARNINGS	$9 850	$7 256	$7 564	$7 988	$9 294	$10 434	$12 568	$14 510	$17 508	....	....
MEAN WEEKLY EARNINGS	$208	$152	$159	$169	$194	$218	$268	$322	$382	....	....
USUALLY WORKED 1 TO 34 HOURS PER WEEK	536 153	26 122	20 243	86 164	210 852	116 765	36 828	14 322	4 917	74.5	10.9
MEAN ANNUAL INCOME	$4 887	$4 387	$4 654	$4 037	$4 611	$5 054	$6 702	$7 752	$9 357	....	....
MEAN ANNUAL EARNINGS	$3 799	$3 250	$3 257	$3 137	$3 692	$3 958	$5 017	$5 655	$6 965	....	....
MEAN WEEKLY EARNINGS	$93	$82	$84	$85	$90	$92	$113	$115	$149	....	....
FEMALES 18 TO 24 YEARS OLD	570 328	9 702	9 725	106 725	284 361	148 349	26 471	4 554	349	77.9	5.5
WITH INCOME	465 829	6 050	6 363	74 167	221 950	128 440	24 711	4 094	299	81.5	6.2
MEDIAN INCOME	$4 246	$2 543	$2 432	$2 570	$3 790	$4 404	$6 708	$8 070	$6 556	....	....
MEAN INCOME	$4 900	$3 545	$3 134	$3 390	$4 039	$5 170	$7 119	$7 156	$9 199	....	....
WITH EARNINGS	438 058	4 423	4 944	64 767	212 682	125 870	24 208	3 894	270	83.1	6.5
MEAN ANNUAL INCOME	$5 060	$4 048	$3 445	$3 598	$4 157	$5 266	$7 220	$7 062	$9 765	....	....
MEAN ANNUAL EARNINGS	$4 866	$3 772	$3 257	$3 421	$4 012	$4 998	$6 957	$6 765	$9 326	....	....
MEAN WEEKLY EARNINGS	$133	$119	$116	$114	$132	$138	$184	$188	$239	....	....
USUALLY WORKED 35 OR MORE HOURS PER WEEK	299 413	3 251	3 533	39 665	154 872	76 540	19 688	2 693	195	86.5	7.2
MEAN ANNUAL INCOME	$6 004	$4 656	$3 857	$4 405	$5 989	$6 421	$8 072	$9 259	$11 766	....	....
MEAN ANNUAL EARNINGS	$5 852	$4 390	$3 718	$4 241	$5 869	$6 231	$7 869	$8 021	$11 091	....	....
MEAN WEEKLY EARNINGS	$161	$136	$129	$139	$153	$172	$214	$233	$285	....	....
WORKED 40 OR MORE WEEKS IN 1979	190 350	1 678	1 428	18 789	105 866	49 268	11 619	1 370	112	88.5	7.0
MEAN ANNUAL INCOME	$7 615	$6 335	$5 978	$6 342	$7 312	$8 152	$10 008	$10 847	$15 765	....	....
MEAN ANNUAL EARNINGS	$7 509	$6 264	$5 849	$6 248	$7 231	$8 014	$9 825	$10 679	$15 449	....	....
MEAN WEEKLY EARNINGS	$161	$136	$124	$137	$154	$172	$213	$233	$288	....	....
USUALLY WORKED 1 TO 34 HOURS PER WEEK IN 1979	137 474	1 179	1 182	24 727	57 579	46 033	5 484	1 195	75	83.2	4.9
MEAN ANNUAL INCOME	$2 984	$2 585	$2 427	$2 524	$2 916	$3 252	$4 338	$4 401	$5 569	....	....
MEAN ANNUAL EARNINGS	$2 706	$2 075	$2 145	$2 153	$2 708	$2 875	$3 866	$3 965	$4 730	....	....
MEAN WEEKLY EARNINGS	$76	$68	$79	$72	$75	$79	$93	$100	$121	....	....
FEMALES 25 TO 34 YEARS OLD	716 840	20 315	14 886	86 045	300 573	170 156	52 929	13 761	4 575	83.1	10.4
WITH INCOME	568 963	13 781	10 628	61 729	233 219	143 727	41 154	10 586	3 269	84.9	10.5
MEDIAN INCOME	$7 231	$5 715	$5 799	$6 586	$6 833	$6 093	$10 148	$11 450	$11 045	....	....
MEAN INCOME	$7 834	$6 820	$6 500	$5 285	$7 227	$7 565	$10 206	$11 165	$11 610	....	....
WITH EARNINGS	510 318	10 038	8 269	55 105	219 226	134 867	38 619	10 505	6 993	86.5	10.8
MEAN ANNUAL INCOME	$8 161	$5 705	$5 148	$5 691	$7 487	$8 506	$10 364	$11 597	$11 415	....	....
MEAN ANNUAL EARNINGS	$7 823	$5 520	$4 731	$5 359	$7 190	$8 232	$10 014	$10 829	$11 449	....	....
MEAN WEEKLY EARNINGS	$190	$143	$134	$144	$173	$195	$238	$263	$281	....	....
USUALLY WORKED 35 OR MORE HOURS PER WEEK	422 481	7 826	6 067	39 670	175 881	106 753	35 255	24 703	5 510	87.5	20.4
MEAN ANNUAL INCOME	$9 075	$6 111	$5 765	$6 363	$8 279	$9 535	$11 467	$12 485	$13 542	....	....
MEAN ANNUAL EARNINGS	$8 758	$5 795	$5 410	$6 055	$7 988	$9 210	$11 137	$12 068	$13 153	....	....
MEAN WEEKLY EARNINGS	$211	$155	$149	$162	$191	$216	$269	$304	$324	....	....
WORKED 40 OR MORE WEEKS IN 1979	322 193	5 174	3 686	25 511	136 116	85 026	29 925	19 705	4 007	89.8	12.7
MEAN ANNUAL INCOME	$10 356	$7 298	$7 264	$7 973	$9 515	$10 712	$12 416	$13 612	$13 428	....	....
MEAN ANNUAL EARNINGS	$10 082	$7 029	$7 059	$7 744	$9 259	$10 434	$12 133	$13 261	$13 097	....	....
MEAN WEEKLY EARNINGS	$212	$152	$147	$163	$192	$217	$260	$295	$321	....	....
USUALLY WORKED 1 TO 34 HOURS PER WEEK IN 1979	106 195	2 127	2 155	13 144	42 784	27 410	12 274	4 730	1 611	85.6	12.5
MEAN ANNUAL INCOME	$4 557	$3 975	$3 430	$3 674	$4 245	$4 882	$5 431	$5 795	$6 782	....	....
MEAN ANNUAL EARNINGS	$4 138	$3 385	$2 852	$3 210	$3 912	$4 472	$4 904	$4 991	$5 977	....	....
MEAN WEEKLY EARNINGS	$99	$89	$86	$88	$96	$107	$108	$99	$143	....	....
FEMALES 35 TO 44 YEARS OLD	535 065	29 036	19 997	85 563	232 856	97 263	42 386	20 527	7 433	76.8	13.1
WITH INCOME	404 980	19 873	13 499	61 268	176 225	74 229	33 401	17 663	5 124	78.8	14.5
MEDIAN INCOME	$7 117	$4 447	$4 833	$5 413	$7 165	$9 494	$10 463	$12 863	$14 [illegible]	....	....
MEAN INCOME	$8 394	$5 391	$5 642	$6 212	$7 992	$9 423	$10 867	$12 [illegible]	$15 [illegible]	....	....
WITH EARNINGS	368 845	15 362	11 189	53 930	165 813	72 637	32 627	17 [illegible]	[illegible]	78.2	14.6
MEAN ANNUAL INCOME	$8 815	$6 187	$6 184	$6 616	$8 304	$9 606	$11 207	$13 [illegible]	[illegible]	....	....
MEAN ANNUAL EARNINGS	$8 246	$5 837	$5 813	$6 200	$7 822	$9 086	$10 [illegible]	$12 [illegible]	[illegible]	....	....
MEAN WEEKLY EARNINGS	$195	$146	$147	$151	$182	$210	$251	$245	[illegible]	....	....
USUALLY WORKED 35 OR MORE HOURS PER WEEK	283 443	11 925	8 253	40 730	126 193	54 505	23 932	13 [illegible]	[illegible]	78.5	14.8
MEAN ANNUAL INCOME	$9 942	$6 771	$7 000	$7 392	$9 194	$10 978	$12 881	$14 [illegible]	[illegible]	....	....
MEAN ANNUAL EARNINGS	$9 615	$6 682	$6 662	$7 027	$8 926	$10 [illegible]	$12 [illegible]	$13 [illegible]	[illegible]	....	....
MEAN WEEKLY EARNINGS	$223	$162	$171	$172	$207	$238	$299	$302	[illegible]	....	....
WORKED 40 OR MORE WEEKS IN 1979	225 674	5 554	5 830	30 404	103 246	45 098	17 581	10 [illegible]	[illegible]	80.2	14.4
MEAN ANNUAL INCOME	$11 050	$7 888	$8 521	$8 521	$10 593	$12 038	$13 970	$15 [illegible]	[illegible]	....	....
MEAN ANNUAL EARNINGS	$10 561	$7 695	$8 [illegible]	$8 209	$9 [illegible]	$11 [illegible]	$13 [illegible]	$14 [illegible]	[illegible]	....	....
MEAN WEEKLY EARNINGS	$222	$162	$170	$172	$206	$234	$291	$[illegible]	[illegible]	....	....
USUALLY WORKED 1 TO 34 HOURS PER WEEK IN 1979	84 142	3 367	2 858	12 968	37 140	15 599	7 593	3 [illegible]	[illegible]	77.2	16.2
MEAN ANNUAL INCOME	$5 001	$4 140	$3 891	$4 174	$4 598	$5 721	$6 003	$7 [illegible]	[illegible]	....	....
MEAN ANNUAL EARNINGS	$4 315	$3 578	$3 447	$3 612	$4 087	$4 825	$5 805	$5 [illegible]	[illegible]	....	....
MEAN WEEKLY EARNINGS	$99	$88	$85	$85	$94	$110	$111	$114	[illegible]	....	....

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TABLE 237. INCOME IN 1979 OF PERSONS 18 YEARS AND OVER BY YEARS OF SCHOOL COMPLETED, AGE, RACE, SPANISH ORIGIN, AND SEX: 1980 - CON.

[DATA ARE ESTIMATES BASED ON A SAMPLE; SEE INTRODUCTION. FOR MEANING OF SYMBOLS, SEE INTRODUCTION. FOR DEFINITIONS OF TERMS, SEE APPENDIXES A AND B]

FLORIDA

		ELEMENTARY		HIGH SCHOOL		COLLEGE				PERCENT	
	TOTAL	0 TO 7 YEARS	8 YEARS	1 TO 3 YEARS	4 YEARS	1 TO 3 YEARS	4 YEARS	5 AND 6 YEARS	7 OR MORE YEARS	HIGH SCHOOL GRADUATES	4 OR MORE YEARS COLLEGE
TOTAL											
FEMALES 45 TO 54 YEARS OLD	$17 165	4 683	2 302	9 874	218 231	7 418	32 617	15 705	6 333	67.7	10.6
WITH INCOME	$15 848	$7 059	1 881	65 012	155 419	59 656	25 998	14 182	5 641	69.8	12.5
MEDIAN INCOME	$6 893	$4 171	$4 859	$5 509	$7 228	$8 664	$10 849	$14 605	$14 692	---	---
MEAN INCOME	$8 489	$5 057	$5 785	$6 499	$8 226	$10 246	$11 960	$14 504	$16 179	---	---
WITH EARNINGS	15 490	2 030	1 760	51 757	135 643	50 959	22 364	12 803	5 124	71.9	12.8
MEAN ANNUAL INCOME	$9 126	$5 998	$6 450	$7 138	$8 700	$10 654	$12 498	$14 982	$17 080	---	---
MEAN ANNUAL EARNINGS	$8 351	$5 665	$5 054	$6 640	$8 053	$9 489	$11 045	$13 553	$15 665	---	---
MEAN WEEKLY EARNINGS	$195	$138	$145	$158	$185	$218	$262	$319	$362	---	---
USUALLY WORKED 35 OR MORE HOURS PER WEEK	242 110	16 677	13 962	38 110	105 159	39 039	17 291	10 585	4 281	72.3	13.5
MEAN ANNUAL INCOME	$10 161	$6 766	$7 272	$8 076	$9 707	$11 655	$13 626	$16 110	$18 135	---	---
MEAN ANNUAL EARNINGS	$9 483	$6 448	$6 916	$7 619	$9 136	$10 742	$12 410	$14 779	$16 886	---	---
MEAN WEEKLY EARNINGS	$222	$155	$166	$181	$210	$246	$302	$371	$405	---	---
WORKED 40 OR MORE WEEKS IN 1979	197 126	12 667	8 567	30 084	87 380	32 887	15 599	8 416	3 526	74.0	13.3
MEAN ANNUAL INCOME	$11 155	$7 687	$8 039	$9 060	$10 620	$12 691	$14 746	$17 130	$19 775	---	---
MEAN ANNUAL EARNINGS	$10 541	$7 626	$7 741	$8 672	$10 140	$11 833	$13 508	$15 774	$18 452	---	---
MEAN WEEKLY EARNINGS	$221	$153	$161	$181	$210	$246	$293	$363	$408	---	---
USUALLY WORKED 1 TO 34 HOURS PER WEEK IN 1979	71 395	5 261	3 757	13 209	29 796	11 531	4 905	2 143	811	68.9	11.0
MEAN ANNUAL INCOME	$5 562	$3 612	$3 809	$4 567	$5 102	$7 217	$8 342	$9 656	$11 513	---	---
MEAN ANNUAL EARNINGS	$4 520	$3 238	$3 376	$3 776	$4 236	$5 342	$6 342	$7 806	$9 312	---	---
MEAN WEEKLY EARNINGS	$101	$79	$80	$87	$94	$122	$135	$137	$173	---	---
FEMALES 55 TO 64 YEARS OLD	620 822	64 165	45 191	114 757	262 374	82 047	32 294	13 977	6 019	65.9	8.6
WITH INCOME	454 879	47 165	32 071	80 600	188 100	65 198	25 901	12 544	5 296	64.9	9.6
MEDIAN INCOME	$5 265	$2 981	$3 593	$4 136	$5 757	$7 347	$9 575	$12 515	$11 490	---	---
MEAN INCOME	$7 365	$4 311	$4 833	$5 621	$7 431	$9 361	$11 966	$13 292	$13 750	---	---
WITH EARNINGS	247 913	22 093	14 869	41 584	106 140	36 668	14 621	8 152	3 786	68.3	10.7
MEAN ANNUAL INCOME	$9 262	$5 110	$6 595	$7 318	$9 233	$10 852	$13 452	$15 351	$15 558	---	---
MEAN ANNUAL EARNINGS	$7 814	$5 394	$5 644	$6 272	$7 865	$9 009	$10 646	$12 549	$13 248	---	---
MEAN WEEKLY EARNINGS	$191	$134	$143	$155	$189	$215	$271	$320	$319	---	---
USUALLY WORKED 35 OR MORE HOURS PER WEEK	172 989	14 482	9 670	27 681	75 213	26 562	10 264	6 087	3 029	70.0	11.2
MEAN ANNUAL INCOME	$10 430	$6 792	$7 529	$8 293	$10 379	$11 974	$14 775	$16 753	$16 918	---	---
MEAN ANNUAL EARNINGS	$9 253	$6 218	$6 641	$7 442	$9 260	$10 513	$12 613	$14 440	$14 963	---	---
MEAN WEEKLY EARNINGS	$225	$154	$172	$184	$221	$246	$321	$376	$375	---	---
WORKED 40 OR MORE WEEKS IN 1979	135 021	10 377	7 096	21 284	60 248	21 571	7 721	4 404	2 356	71.3	10.7
MEAN ANNUAL INCOME	$11 383	$7 626	$8 266	$9 175	$11 349	$13 006	$15 665	$17 750	$17 671	---	---
MEAN ANNUAL EARNINGS	$10 478	$7 206	$7 723	$8 510	$10 461	$11 747	$13 672	$15 955	$16 201	---	---
MEAN WEEKLY EARNINGS	$220	$150	$164	$182	$219	$244	$302	$360	$360	---	---
USUALLY WORKED 1 TO 34 HOURS PER WEEK IN 1979	69 869	7 310	4 861	15 127	28 723	9 400	3 878	1 852	718	65.8	9.2
MEAN ANNUAL INCOME	$6 222	$4 723	$4 765	$5 284	$5 155	$7 202	$9 469	$11 072	$8 744	---	---
MEAN ANNUAL EARNINGS	$4 330	$3 761	$3 443	$3 396	$4 327	$4 670	$5 697	$6 994	$5 446	---	---
MEAN WEEKLY EARNINGS	$100	$90	$83	$90	$98	$109	$129	$151	$107	---	---
FEMALES 60 TO 64 YEARS OLD	315 082	34 026	26 219	60 147	129 621	38 687	16 249	7 214	2 919	61.8	5.6
WITH INCOME	247 431	26 614	20 117	45 836	100 587	31 546	13 515	6 598	2 618	62.6	6.5
MEDIAN INCOME	$4 463	$2 810	$3 188	$5 642	$4 891	$6 534	$8 505	$11 607	$9 885	---	---
MEAN INCOME	$6 747	$4 075	$4 430	$5 173	$6 767	$8 807	$11 616	$12 834	$12 443	---	---
WITH EARNINGS	102 747	10 053	7 170	17 819	42 213	14 428	5 945	3 496	1 629	65.9	10.9
MEAN ANNUAL INCOME	$9 248	$6 404	$6 573	$7 585	$9 291	$10 879	$13 470	$15 659	$14 261	---	---
MEAN ANNUAL EARNINGS	$7 372	$5 442	$5 306	$5 934	$7 415	$8 734	$9 962	$11 721	$12 142	---	---
MEAN WEEKLY EARNINGS	$187	$138	$140	$151	$186	$214	$270	$316	$306	---	---
USUALLY WORKED 35 OR MORE HOURS PER WEEK	66 287	6 056	4 262	10 965	27 737	9 858	3 818	2 372	1 219	67.9	11.2
MEAN ANNUAL INCOME	$10 462	$6 984	$7 769	$8 344	$10 479	$12 079	$14 830	$17 176	$15 984	---	---
MEAN ANNUAL EARNINGS	$8 993	$6 208	$6 828	$7 233	$9 024	$10 415	$12 267	$13 910	$14 170	---	---
MEAN WEEKLY EARNINGS	$226	$158	$179	$184	$224	$250	$325	$368	$338	---	---
WORKED 40 OR MORE WEEKS IN 1979	49 567	4 186	3 048	8 168	21 143	7 800	2 553	1 656	903	68.9	10.5
MEAN ANNUAL INCOME	$11 434	$7 814	$9 415	$9 136	$11 538	$13 061	$15 946	$18 089	$17 110	---	---
MEAN ANNUAL EARNINGS	$10 309	$7 300	$7 747	$8 344	$10 441	$11 771	$13 559	$15 327	$15 800	---	---
MEAN WEEKLY EARNINGS	$220	$154	$169	$181	$222	$246	$304	$345	$353	---	---
USUALLY WORKED 1 TO 34 HOURS PER WEEK IN 1979	35 500	3 834	2 665	6 419	13 210	4 183	1 851	977	381	61.4	9.9
MEAN ANNUAL INCOME	$6 686	$5 562	$4 713	$5 691	$6 695	$7 473	$10 204	$12 222	$8 649	---	---
MEAN ANNUAL EARNINGS	$4 258	$4 529	$3 151	$3 769	$4 150	$4 540	$5 706	$7 195	$5 721	---	---
MEAN WEEKLY EARNINGS	$101	$104	$77	$90	$96	$107	$137	$176	$135	---	---
FEMALES 65 YEARS OLD AND OVER	958 641	164 520	144 550	176 079	286 663	109 519	50 705	18 048	8 757	49.4	8.1
WITH INCOME	876 194	149 629	131 981	161 345	260 074	101 192	45 647	17 079	8 252	47.6	8.2
MEDIAN INCOME	$3 837	$2 824	$3 361	$3 685	$4 240	$5 334	$7 515	$9 390	$7 369	---	---
MEAN INCOME	$6 027	$3 719	$4 507	$5 222	$6 417	$8 420	$10 173	$11 975	$10 515	---	---
WITH EARNINGS	92 094	12 118	9 710	16 130	50 161	15 495	6 200	2 295	1 486	58.8	11.4
MEAN ANNUAL INCOME	$10 176	$6 151	$7 596	$9 117	$10 647	$12 421	$14 267	$15 096	$16 445	---	---
MEAN ANNUAL EARNINGS	$5 745	$3 672	$4 229	$5 355	$6 188	$6 614	$7 464	$7 765	$8 634	---	---
MEAN WEEKLY EARNINGS	$176	$107	$131	$161	$166	$209	$257	$267	$286	---	---
USUALLY WORKED 35 OR MORE HOURS PER WEEK	34 905	4 527	3 401	5 619	12 088	5 306	2 308	1 166	640	61.8	11.8
MEAN ANNUAL INCOME	$11 640	$7 071	$8 263	$10 102	$12 193	$14 393	$14 544	$17 721	$18 585	---	---
MEAN ANNUAL EARNINGS	$8 005	$4 898	$5 592	$7 025	$8 534	$9 763	$9 929	$12 156	$11 652	---	---
MEAN WEEKLY EARNINGS	$224	$143	$156	$201	$232	$266	$285	$360	$364	---	---
WORKED 40 OR MORE WEEKS IN 1979	21 937	2 436	2 008	3 474	7 782	3 559	1 486	785	407	61.9	12.2
MEAN ANNUAL INCOME	$12 895	$8 105	$9 611	$10 815	$13 755	$14 916	$16 429	$18 366	$21 511	---	---
MEAN ANNUAL EARNINGS	$9 660	$6 255	$6 984	$8 146	$10 642	$10 483	$11 923	$14 054	$13 672	---	---
MEAN WEEKLY EARNINGS	$207	$135	$152	$177	$223	$221	$261	$308	$304	---	---
USUALLY WORKED 1 TO 34 HOURS PER WEEK IN 1979	47 080	6 678	5 250	8 989	15 030	6 412	2 734	1 183	599	55.1	9.3
MEAN ANNUAL INCOME	$7 983	$5 214	$4 655	$6 805	$8 248	$10 037	$12 212	$12 106	$12 985	---	---
MEAN ANNUAL EARNINGS	$3 426	$2 717	$3 280	$3 077	$3 553	$3 829	$4 673	$5 492	$4 751	---	---
MEAN WEEKLY EARNINGS	$92	$70	$83	$81	$95	$106	$128	$107	$133	---	---

TABLE 24.12. ECONOMIC INDICATORS: SPECIFIED INDICATORS OF THE FLORIDA ECONOMY JANUARY 1974 THROUGH MAY 1985 (CONTINUED)

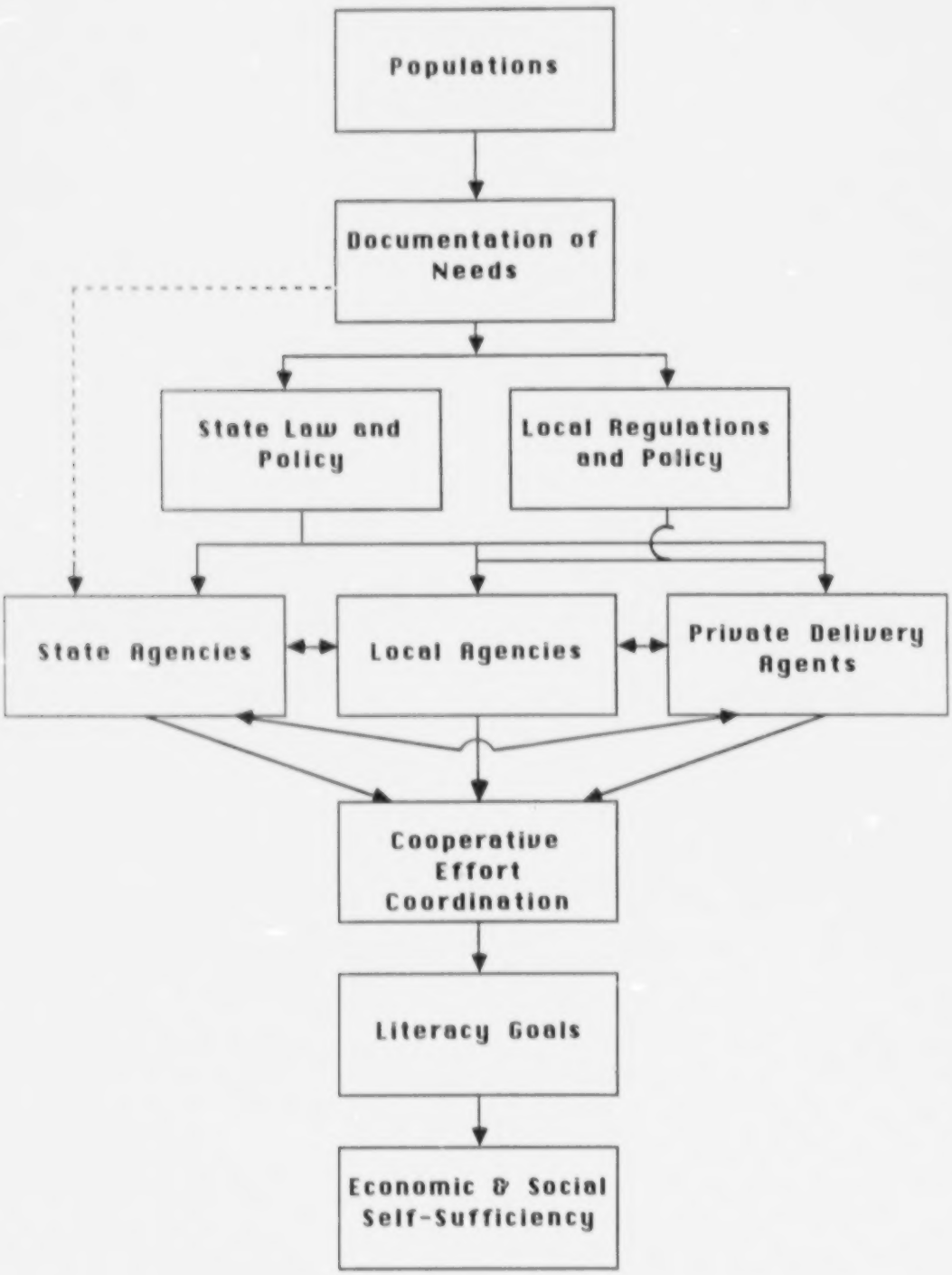
(NOT ADJUSTED FOR SEASONAL VARIATION)

MONTH AND YEAR	UNEMPLOYMENT RATE	NONFARM WAGE AND SALARY EMPLOYMENT 1/ (1,000)	SALES AND USE TAX COLLECTIONS 2/	MONTH AND YEAR	UNEMPLOYMENT RATE	NONFARM WAGE AND SALARY EMPLOYMENT 1/ (1,000)	SALES AND USE TAX COLLECTIONS 2/
1980				1983			
JANUARY	5.7	3,415.5	220.0	JANUARY	10.4	3,680.7	371.7
FEBRUARY	5.1	3,450.9	188.9	FEBRUARY	9.5	3,707.1	287.0
MARCH	4.9	3,478.6	195.1	MARCH	8.9	3,745.7	295.4
APRIL	4.8	3,461.4	216.9	APRIL	8.4	3,761.2	356.2
MAY	5.3	3,450.8	198.5	MAY	8.7	3,764.4	318.0
JUNE	6.6	3,445.9	189.4	JUNE	8.8	3,776.4	315.5
JULY	7.6	3,334.2	195.4	JULY	8.2	3,682.5	328.2
AUGUST	6.3	3,360.7	189.4	AUGUST	8.2	3,694.8	313.0
SEPTEMBER	6.8	3,446.7	190.7	SEPTEMBER	8.1	3,816.8	314.7
OCTOBER	6.8	3,482.7	194.8	OCTOBER	8.6	3,857.3	322.0
NOVEMBER	5.5	3,521.5	203.3	NOVEMBER	8.1	3,907.3	438.8
DECEMBER	5.0	3,578.2	199.0	DECEMBER	7.5	3,964.6	374.7
1981				1984			
JANUARY	6.4	3,584.6	260.7	JANUARY	7.4	3,974.1	385.7
FEBRUARY	6.3	3,605.7	203.3	FEBRUARY	6.1	4,006.6	338.9
MARCH	6.5	3,639.5	212.9	MARCH	5.4	4,064.8	377.8
APRIL	5.4	3,639.6	247.7	APRIL	5.7	4,061.9	402.2
MAY	6.7	3,631.9	227.4	MAY	6.1	4,073.1	378.8
JUNE	6.4	3,637.1	219.6	JUNE	6.6	4,084.2	384.5
JULY	6.5	3,508.0	231.5	JULY	6.8	3,968.4	370.1
AUGUST	6.7	3,514.6	218.0	AUGUST	6.2	4,011.5	358.7
SEPTEMBER	8.1	3,593.4	220.2	SEPTEMBER	6.2	4,112.9	358.3
OCTOBER	7.9	3,611.5	219.2	OCTOBER	7.0	4,127.0	362.6
NOVEMBER	7.6	3,630.5	214.1	NOVEMBER	6.2	4,186.5	372.4
DECEMBER	7.3	3,668.8	216.5	DECEMBER	6.1	4,237.5	408.7
1982				1985			
JANUARY	7.7	3,646.5	277.1	JANUARY	6.5	(NA)	418.5
FEBRUARY	7.1	3,663.4	213.7	FEBRUARY	5.8	(NA)	381.1
MARCH	8.6	3,689.5	220.9	MARCH	5.9	(NA)	400.1
APRIL	7.9	3,674.1	262.6	APRIL	(NA)	(NA)	435.3
MAY	7.3	3,655.6	250.6	MAY	(NA)	(NA)	409.4
JUNE	7.7	3,643.8	262.1				
JULY	7.5	3,506.5	283.9				
AUGUST	7.8	3,511.6	265.1				
SEPTEMBER	8.2	3,594.1	270.8				
OCTOBER	9.2	3,616.6	278.9				
NOVEMBER	9.5	3,649.7	270.6				
DECEMBER	9.5	3,700.0	278.7				

(NA) NOT AVAILABLE.
1/ DATA ARE FOR EMPLOYMENT COVERED BY UNEMPLOYMENT COMPENSATION.
2/ DATA ARE IN MILLIONS OF DOLLARS.
SOURCE: UNIVERSITY OF FLORIDA, BUREAU OF ECONOMIC AND BUSINESS RESEARCH, BEBR DATA BASE. DATA ARE FROM STATE OF FLORIDA, DEPARTMENT OF LABOR AND EMPLOYMENT SECURITY AND DEPARTMENT OF REVENUE.

FLORIDA STATISTICAL ABSTRACT 1985

APPENDIX B:
Flow of Literacy Training Services


Populations
Documentation of Needs
State Law and Policy
Local Regulations and Policy
State Agencies
Local Agencies
Private Delivery Agents
Cooperative Effort Coordination
Literacy Goals
Economic & Social Self-Sufficiency

APPENDIX C:
Mandatory Components of Local Literacy Plan

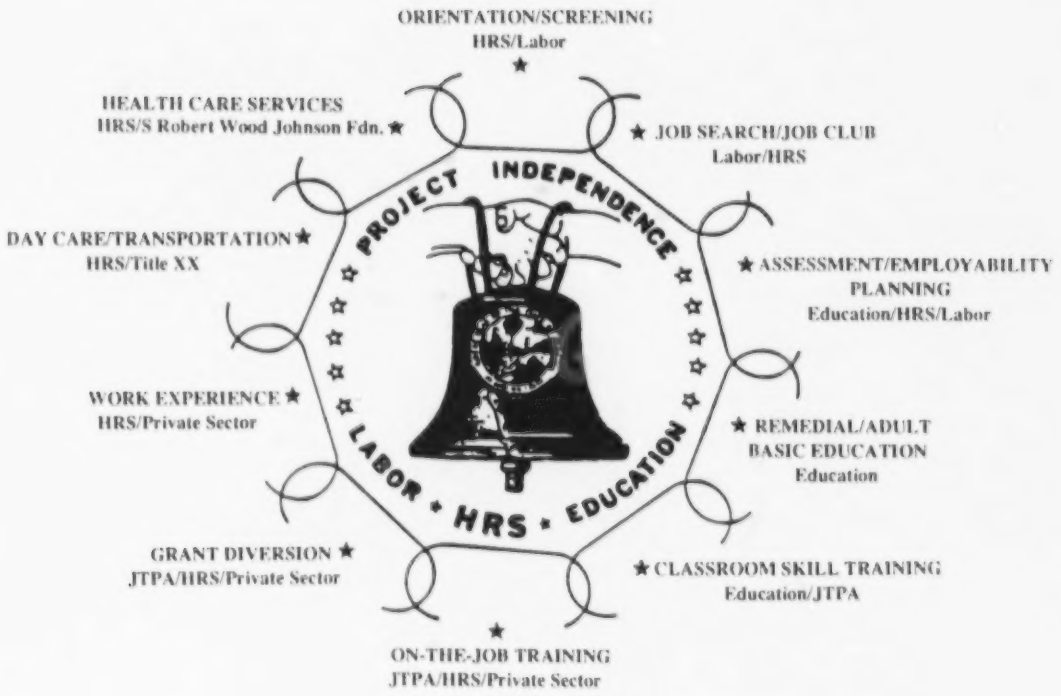
Mandatory Components of Local Literacy Plan

228.0713(3)(e), F.S.

1. Utilization and training of volunteer instructors as part of an overall volunteer literacy program
2. Interagency and intraagency cooperation and coordination through meaningful local working agreements
3. Coordination of efforts with public libraries and other local sponsors of literacy programs
4. Progress toward more individualized literacy instruction by reducing class size
5. Program-evaluation criteria and procedures
6. Identification, recruitment, and retention of adults lacking basic and functional literacy skills
7. Prevention of adult illiteracy through programs designed to help parents learn the techniques and skills they require to assist in their children's educational development

APPENDIX D:
Excerpts from HRS Project Independence

Project Independence



INDEPENDENCE DAY
THE DAY YOU TRADE YOUR WELFARE CHECK FOR A PAYCHECK

Excerpts from HRS Project Independence

I. Project Independence--What Is It?

- Project Independence is a commitment to move welfare recipients from dependence to independence. The project will provide 28,000 people with a paycheck instead of a welfare check in FY 87-88. That is a 30 percent increase over last year. The target number is 30,000 people in FY 88-89.

- Project Independence will draw resources from the Job Training Partnership Act, the Department of Education, the Department of Health and Rehabilitative Services, and the Department of Labor and Employment Security in an allied effort to overcome the barriers of poor education, inadequate skills for seeking and keeping jobs, the absence of marketable skills, and lack of support services such as child care and medical care (needed before training or employment activities can be undertaken).

- The project is a commitment to the private sector to divert welfare checks and provide federal and state tax credits to employers who provide training and work experience needed by welfare recipients.

- The project is a partnership with private industries to identify labor workforce needs and to train welfare recipients for the jobs available.

- Project Independence will redirect public assistance for the poor from a welfare-agency concept to an employment-agency concept. Any job is better than hopeless and helpless welfare dependency--there are no promotions in welfare.

- All welfare recipients not mandated to participate in Project Independence will be encouraged to volunteer for the program.

- Project Independence is a commitment to the taxpayer to engage 100,000 welfare clients in education, training, and employment activities in 1987-88 at a cost of $21.5 million. The return will be secure employment for at least 28,000, which represents a savings to taxpayers of $47.5 million.

- Project Independence will help 118,000 people to secure jobs over the next four years, thus avoiding welfare expenditures of $43 million at an investment cost of less than $90 million.

II. Facts About Florida's Welfare Program

- More than 290,000 Floridians in 104,000 households receive Aid to Families with Dependent Children (AFDC).

- More than 228,000 households receive food stamps.

- AFDC payments totaled 290 million in 1986. Including food stamps and Medicaid, Florida pays $1.9 billion for its welfare programs.

- Florida's adult AFDC population is 98 percent female; 71 percent of all AFDC recipients are minorities.

- Sixty percent of all Florida's AFDC recipients had their first child as teenagers.

- The average AFDC mother has two children; 50 percent of these children are under age ten; 28 percent are under age five.

- Sixty percent of AFDC recipients lack a high school education.

- Eighty percent of women awarded child support receive less than 50 percent of the full amount; 25 percent receive no support.

III. Support Services to Build a Bridge to Economic Self-Sufficiency

Education and Training

- The road to employment begins with a thorough *assessment* of the client. Personal, educational, and vocational work readiness is determined, and an employment plan that builds on existing strengths is developed. Clients are actively involved in assessment and plan development.

- Each client's plan is *reviewed* periodically by employment and training staff for progress. All activities are monitored to ensure that the client is benefiting.

- Welfare clients who need help completing their *basic education* get an opportunity to receive remedial education or to prepare for the high school equivalency test (GED).

Day Care and Transportation

- Day-care services and other essential *support services* such as transportation, uniforms, tools, and books will be provided to Project Independence clients.

Health Care

- Health care for welfare recipients and their children must be provided if they are to become self-sufficient.

- Project Independence will work with the Florida Small Business Health Access Corporation to organize small-business employers and their employees (Project Independence graduates) to create groups for the purpose of securing affordable health insurance.

- Some Project Independence clients will receive health care through Florida's primary health-care system funded through the Health Care Access Act. Eligible pregnant women and children will receive health-care benefits through the Medicaid program.

Public Information

- A public information campaign will provide the people of Florida with information about Project Independence, explaining how the public can benefit and participate.

Client Peer Groups

- Informal client peer groups will be established for Project Independence to help participants share their experiences and learn from each other.

IV. Legislative Action to Implement Project Independence

- Project Independence can begin with legislative approval of the Governor's budget; no statutory change is necessary. A summary of the Governor's budget is attached.

- HRS will seek a waiver from the U. S. Department of Health and Human Services to require teenage welfare recipients/parents to remain in school and obtain their high school diploma or GED as a condition of continued receipt of welfare.

- HRS will seek a federal waiver of existing AFDC and child-support-enforcement regulations that exempt the absent parent from participation in employment and training programs. Florida will propose that such participation become part of court-ordered support provisions.

- HRS recently obtained a federal waiver regarding the mandatory participation of women; now women whose youngest child is three, rather than six, are required to participate in Project Independence. As a result, 22,000 more people will be required to participate.

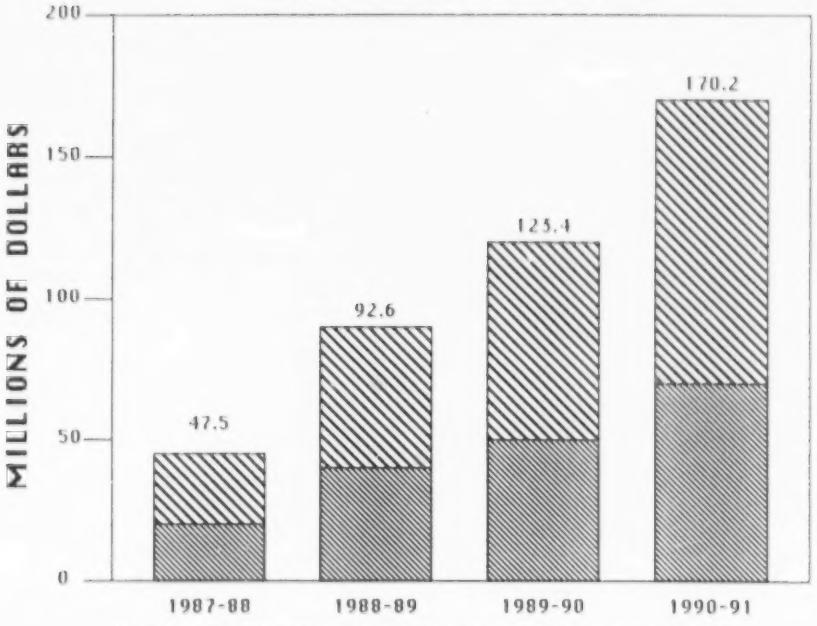
V. Project Independence and the Future

- To ensure the availability of jobs for Project Independence clients, the Florida Department of Commerce will investigate the feasibility of creating a public corporation to assist in the creation of small businesses or the provision of loans to existing businesses that agree to provide jobs to welfare clients.

- HRS will examine the feasibility of providing loans or grants to enable selected welfare clients to go into business for themselves.

- HRS will seek federal approval to provide higher welfare payments to those engaged in Project Independence, thereby rewarding those willing to help themselves.
- Governor Martinez will appoint a group of distinguished business and education leaders to advise him on Project Independence.
- HRS will seek federal waivers to simplify and streamline the eligibility and administrative requirements of public-assistance programs.
- Labor and Employment Security will provide increased Job Service placement services to welfare clients through its ninety locations statewide.
- Labor and Employment Security will work toward removing barriers in federal job-training programs that preclude full participation by welfare recipients.

PROJECT INDEPENDENCE
WELFARE COSTS AVOIDED



Cost Avoidance without Project Independence $181 Million

Cost Avoidance with Project Independence $262 Million

TOTAL 4-YEAR COSTS AVOIDED:$443 MILLION

REVIEWED AND APPROVED BY FLORIDA TAXWATCH, INC.

APPENDIX E:
Statute Describing the Florida Adult Literacy Plan

228.0713 The Florida Adult Literacy Plan.—

(1) The Commissioner of Education shall develop and submit to the State Board of Education for adoption a state plan for reducing the percentage of the adult population lacking basic literacy skills to 2 percent and functional literacy skills to 10 percent by 1995. The plan shall be known as the Florida Adult Literacy Plan and shall be implemented by February 1, 1988.

(2) As used in this section and ss. 228.0715 and 228.072:

(a) "Basic literacy" means achievement at a fourth grade educational level as measured by tests approved for this purpose by the State Board of Education.

(b) "Functional literacy" means achievement at an eighth grade educational level as measured by tests approved for this purpose by the State Board of Education.

(c) "Local educational agency" means the school board of a public school district or the board of trustees of a community college, or both, when the board is responsible for administrative control and direction of the adult basic education program within the service delivery area of the agency.

(3) The state plan shall provide guidance and a framework for intra-agency planning and sharing of information and preparation of local literacy plans by local educational agencies. The state plan shall include, but not be limited to, the following elements:

(a) Policies and objectives guiding the adult literacy development activities of the Department of Education, with corresponding evaluative criteria.

(b) Strategies and criteria for coordinating adult literacy activities with programs and services provided by such entities as state and local education and training agencies (including vocational educational agencies), public libraries, and public assistance and employment agencies in order to achieve stated policies and objectives, meet the educational needs of the target population, and maximize available state and local resources and expertise.

(c) Procedures for identifying, recruiting, and retaining adults lacking basic and functional literacy skills.

(d) Mechanisms for gathering relevant demographic information, for utilizing forecasting techniques to determine the number of adults lacking basic and functional literacy skills, and for monitoring compliance with state policies and objectives.

(e) Guidelines for a local educational agency to follow in developing and implementing a local literacy plan. At a minimum, the guidelines shall address the following matters:

1. Utilization and training of volunteer instructors as part of an overall volunteer literacy program;

2. Interagency and intra-agency cooperation and coordination through meaningful local working agreements;

3. Coordination of efforts with public libraries and other local sponsors of literacy programs;

4. Progress towards more individualized literacy instruction by reducing class size;

5. Program evaluation criteria and procedures;

6. Identification, recruitment, and retention of adults lacking basic and functional literacy skills; and

7. Prevention of adult illiteracy through programs designed to help parents learn the techniques and skills necessary to assist in their children's educational development.

(4)(a) Within 12 months of the adoption of the state plan, each local educational agency shall develop and submit a local literacy plan to the Commissioner of Education for review and subsequent approval or disapproval. The commissioner shall notify the chairman of the regional coordinating council and the corresponding superintendent of the local school district or president of the local community college, respectively, of the approval or disapproval of the plan. If the plan is not brought into compliance by the local educational agency within 60 days of receiving notice of disapproval by the commissioner, the commissioner shall deny in the subsequent year adult general education funds equal to the amount spent on basic skills education programs for adults in the prior year.

(b) Each local educational agency submitting a local literacy plan shall maintain such records and submit such reports, in such form and containing such information, as the commissioner requires regarding the performance of its basic skills education program.

History.—s. 10, ch. 87-329.

APPENDIX F:
Related Statutes and State Board Rules

Excerpts from 242.68 Education for state prisoners.

(f) The board is vested with the authority and responsibility to manage and operate the correctional education program, as provided by law. The Department of Corrections shall cooperate and render assistance as may be necessary to enable the board to discharge its responsibilities. Resources of the department may be used to support the operation of the education programs as agreed by the department and the board. The Correctional Education School Authority shall operate its education programs in accordance with applicable provisions of the Florida school laws and rules of the State Board of Education except as expressly exempted by the State Board of Education.

16. Ensure that correctional education programs comply with the policies set by the board and with public policies and goals and objectives of the state, which include, in the following order of priority:

a. Providing every inmate who has an expectation of release from custody within 5 years with the opportunity to achieve functional literacy, specifically the ability to read and write the English language and the ability to perform routine mathematical functions prior to his release or expiration of his sentence.

State Board of Education Rule 6A-6.014 (4) lists the following approved tests:

Test of Adult Basic Education (TABE)
Adult Basic Learning Examination (ABLE)
Basic Skills Assessment Program (BSAP)
Minimum Essentials Test

APPENDIX G:
Major Issues and Products to Be Considered for Future Resolution

Major Issues and Products to Be Considered for Future Resolution

- Development of specific criteria and methodology for the assessment of local literacy levels.
- Development of specific criteria for the measurement and assessment of self-sufficiency and self-reliance in order to plan and evaluate responsive adult literacy programs. Part of the objective will be to identify currently available data sources which could be used for literacy programs and intervention planning and evaluation.
- Development of specific feasible methods and techniques that will be responsive to the individual characteristics and requirements of each local service area and agent.
- Specification of local and statewide needs and requirements in order to identify possible ways to share methods and materials with like populations. Also, the specification of needs and requirements will allow legislators, administrators, and executives to identify future requirements for planning.
- Continued development of and agreement upon common definitions for terms, such as "under-educated," "illiteracy/literacy," "basic literacy," "functional literacy," "need," etc.
- Systematic reporting of accomplishments and problems in order to be able to define and develop political, legal, and educational responses.
- Vehicles for changes in and additions to current enabling legislation.

APPENDIX H:
Additional Data Sources

Unemployment rates (percentages) and annual earnings (in dollars) for high school dropouts and high school graduates, by sex, race, and ethnicity

Cohort	1976		1982	
	Level	Ratio Dropouts/ Graduates	Level	Ratio Dropouts/ Graduates
Unemployment[a]				
Total		1.78		1.85
Dropouts	30.9		41.6	
Graduates	17.4		22.5	
Males		1.75		2.05
Dropouts	28.3		43.4	
Graduates	16.2		21.2	
Females		1.96		1.60
Dropouts	36.9		38.3	
Graduates	18.8		23.9	
Whites		1.90		1.89
Dropouts	27.5		36.0	
Graduates	14.5		19.0	
Blacks		1.24		1.35
Dropouts	36.9		71.4	
Graduates	45.8		53.0	
Hispanics		2.01		1.23
Dropouts	27.9		42.2	
Graduates	13.9		34.3	
Annual earnings[b]				
Males		.82		.84
Dropouts	7,351		10,964	
Graduates	9,004		13,088	
Females		.87		.82
Dropouts	5,758		8,414	
Graduates	6,620		10,235	

[a] Unemployment rates in October of each year for persons 16 to 24 years old who either graduated or dropped out of high school in the preceding academic year.

[b] Annual earnings for year-round, full-time workers who were 18 to 24 years old as of March of the following year.

Sources: Unemployment data from A. M. Young, "Students, graduates and dropouts in the labor market," *Monthly Labor Review, 100* (July 1977), Table 3, and A. M. Young, "Youth labor force marked turning point in 1982," *Monthly Labor Review, 106* (August 1983), Table 4. Earnings data from U.S. Bureau of the Census, *Current Population Reports*, Series P-60, No. 114 (July 1978), Table 48, and No. 142 (February 1984), Table 48.

Table from Rumberger, R.W. (1987). High school dropouts. Review of Educational Research, 57, (2).

Reported Employment Status of Young Adults by Race/Ethnicity, Educational Attainment, and Parental Education*

TABLE 10

	Employed in Past 12 Months			Not Employed					
	N	Weighted N	Percent Saying Yes	N	Weighted N	Percent of Total	Unemployed	In School	Keeping House
Race/Ethnicity									
White	1,997	16,018,109	88.0 (1.0)	263	1,910,403	11.9	10.4 (2.4)	27.0 (4.1)	57.2 (4.5)
Black	957	2,693,192	79.9 (2.0)	242	546,310	20.3	30.0 (3.9)	25.9 (3.8)	38.1 (3.2)
Hispanic	391	1,264,984	84.8 (1.8)	76	193,114	15.3	18.4 (4.4)	18.7 (5.4)	59.5 (5.9)
Educational Attainment									
Less than high school	77	374,926	67.2 (6.3)	35	122,821	32.8	26.4 (9.8)	0.0 (0.0)	71.1 (10.0)
Some high school	618	2,769,840	74.2 (2.8)	201	704,299	25.4	21.6 (4.4)	5.0 (1.7)	67.7 (4.4)
High school graduate and/or some postsecondary	1,718	9,999,954	86.7 (1.2)	270	1,324,141	13.2	14.6 (3.0)	19.9 (4.3)	59.2 (4.6)
Postsecondary degree	1,058	7,565,452	90.9 (1.3)	109	693,598	9.0	3.6 (2.0)	81.0 (5.8)	12.4 (4.9)
Parental Education									
Less than high school	357	1,424,884	79.0 (3.2)	85	296,778	22.5	29.4 (7.1)	19.4 (6.1)	46.9 (8.6)
Some high school	489	2,400,960	78.4 (2.7)	131	518,619	25.7	21.3 (3.9)	10.1 (3.9)	66.2 (5.2)
High school graduate and/or some postsecondary	1,535	9,734,079	87.6 (1.3)	249	1,194,682	12.7	12.9 (2.9)	24.6 (5.0)	56.4 (4.3)
Postsecondary degree	978	6,737,472	89.2 (1.3)	115	728,219	11.0	3.0 (1.5)	60.0 (7.0)	31.6 (6.2)
Total	3,474	20,720,464	86.2 (0.9)	615	2,834,859	13.7	14.2 (2.0)	30.0 (4.3)	50.5 (3.8)

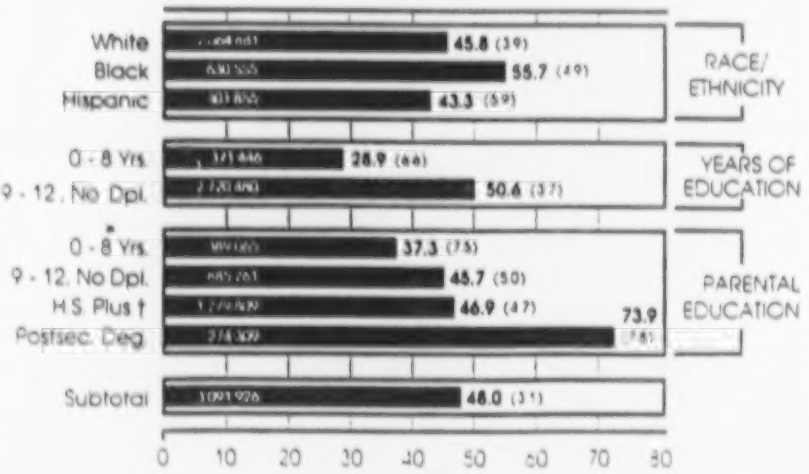
*Numbers in parentheses are estimated standard errors.

naep

Figure 3A

STUDIED FOR GED*

Young Adults Who Did Not Complete Twelfth Grade and Who Studied for GED by Race/ Ethnicity, Educational Attainment, and Parental Education**



Tables from National Assessment of Educational Progress Report

APPENDIX I:
Public Hearings on Florida's Adult Literacy Plan

FLORIDA DEPARTMENT OF EDUCATION
Betty Castor
Commissioner of Education

Contact Person	
Name:	John E. Lawrence
Phone:	Suncom: 278-8201 (904) 488-8201

November 9, 1987

DVACE 87-104

M E M O R A N D U M

TO: School District Superintendents
Community College Presidents, and
Heads of Public and Private Agencies,
Organizations and Institutions Conducting Adult Literacy Programs

FROM: Robert S. Howell, Director
Division of Vocational, Adult, and Community Education

SUBJECT: Public Hearings on Florida's Adult Literacy Plan

Attached you will find a draft copy of the **Florida Adult Literacy Plan.** This document has been developed with input from many different sources, i.e. business and industry, private sector, public libraries, volunteers, advisory councils, etc. In order to allow for additional citizen input, public hearings will be conducted between **Monday, November 16 and Friday, November 20, 1987.**

The public hearings in each region are as following:

South — **Monday, November 16, 1987,** from 10:30 a.m. to 12:30 p.m., at the Hallandale Adult and Community Center, 1000 Southwest Third Street, Hallandale. Contact Ms. Roberta Durbin at (305) 457-0230.

East Central — **Tuesday, November 17, 1987,** from 10:00 a.m. to 12:00 noon, at the Daytona Beach Campus of Daytona Beach Community College, Building 16 (Administration Building) in the Conference Center room. Contact Ms. Beverly Grissom at (904) 254-3077.

West Central — **Wednesday, November 18, 1987,** from 10:00 a.m. to 12:00 noon, in the School Board meeting room, Hillsborough County School Administrative Center, 901 East Kennedy Boulevard, Tampa. Contact Mrs. Betty Womack at (813) 272-4771 or meeting room (813) 272-4050.

Panhandle	**Thursday, November 19, 1987,** from 2:00 p.m. to 4:00 p.m., in Building 5, North Dining Room (N.W. Corner of building), Pensacola Junior College. Contact Dr. Addie J. Hall at (904) 476-5410.
Crown Panhandle	**Friday, November 20, 1987,** from 10:00 a.m. to 11:30 a.m. the Lively Area Vocational-Technical Center, Cafeteria Building C. Contact Ms. Patricia McDonald at (904) 487-7560.

I would appreciate your assistance in informing the public in your community of these hearings. Additionally, comments and recommendations may be mailed to the **Chief, Bureau of Adult and Community Education, c/o Knott Building, Tallahassee, Florida 32399 by the close of the business day Monday, November 30, 1987.**

jlp

Attachment

cc: Local Adult Education Directors
Literacy Policy Academy Team